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ABSTRACT

This resource booklet contains activities for elementary teachers who want to teach their students about voting and the election process. Part I consists of suggestions for conducting an election at different grade levels. All of the elections involve real choices that affect the student (e.g. choice of ice cream flavor or other treat for a class party, or the destination for a class outing). Part of the lesson to be learned is that voting is something you should do because the results of elections affect your life. Parts II and III of the booklet contain many activities and suggestions that can be used in connection with the election at any grade level. All student materials are included and can be duplicated. The teacher is expected to choose and combine those that seem appropriate. For example, children listen to and discuss stories which demonstrate voting as choosing. In another activity the students make campaign materials including posters, buttons, and slogans. Students draft a letter to the candidates campaign headquarters, arrange an attractive bulletin board for their candidate, participate in debates, set up polling places, build a voting booth and fill out crossword puzzles. (Author/RM)

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IMPROVING VOTING IN
OHIO
THROUGH
EDUCATION

A VOTER EDUCATION PROGRAM FOR ELEMENTARY GRADES

1981

Developed by

OHIO DEPARTMENT OF STATE
Anthony J. Celebrezze, Jr., Secretary of State
in Cooperation with the

OHIO DEPARTMENT OF EDUCATION

Dr. Franklin Walter, Superintendent of Public Instruction

SO 013 571

Secretary of State
Anthony J. Celebrezze, Jr.

Dear Educator:

Government "by the people" is dependent on the well-informed participation of the people. Our lessons on "Practical Politics" have encouraged thousands of high school seniors to register and vote. The level of understanding and participation may be increased even further if students become familiar with elections at an earlier age.

This booklet was developed in response to requests from teachers for materials that would be appropriate for use in elementary grades. Many teachers expressed an interest in helping their students understand the election process, but they lacked the necessary materials for addressing this most basic of American political rights.

The enthusiastic reception accorded the "Practical Politics" lessons for high school students convinced us that there was a need for materials geared for younger students. This book, drawing on the experience and knowledge of educators and election officials from throughout Ohio and across the nation, is the result.

Because this is the first edition of these lessons, it is particularly important that we get as much feedback as possible on their effectiveness. Therefore, it would be very helpful if you would take the time to complete the evaluation questionnaire and return it to my office. I welcome any comments you have on how we can continue to improve voter education and participation.

Sincerely,

Anthony J. Celebrezze, Jr
Anthony J. Celebrezze, Jr
Secretary of State

AJC:pp

14th Floor State Office Tower Columbus, Ohio 43216 614/466-2530

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Many people had a hand in preparing these materials. Janis Rehmar undertook the difficult task of preparing a first draft. Although different in format and content, these materials would never have been developed without her initial work. Frank Schiraldi, consultant for Social Studies for the Ohio Department of Education, provided the invaluable guidance needed to bring order and coherence to this range of materials. His enthusiasm, skill, and insights saved a drowning editor repeatedly.

It is impossible to name all the teachers, election officials in Ohio and other states, publishers of materials, members of the Secretary of State's staff, and long suffering friends who contributed to this book.

These materials may be used for educational purposes so long as they are not copyrighted and so long as credit is given.

INTRODUCTION TO THE PROGRAM

Because students bring differing degrees of sophistication to their classwork, these lessons are designed in two different ways.

Part I consists of suggestions for conducting an election at different grade levels. While each level builds on the preceding levels, it is possible to reorder them to meet the needs of any particular group of students.

All of these elections involve real choices that affect the student. Any of them could be modified to be mock elections, but most students tend to become more involved if the election is for a real choice. Part of the lesson to be learned is that voting is something you should do because the results of elections affect your life. Therefore, follow-up activities are recommended to ensure that the elections do actually decide something and do have an effect.

Parts II and III contain many activities and suggestions that can be used in connection with an election at any grade level. Some of them are clearly more appropriate for younger students; some would be feasible only with older students. As indicated, a teacher can choose and combine those that seem most useful for the specific students involved.

Parts II and III are designed for a teacher to pick the level of complexity desired for the election to be held. A variety of activities to implement, reinforce, and follow up on the election itself are included. We have tried to provide the background information and materials that a teacher might not have readily available.

This book is not intended as an entire social studies program, or even as a complete text for civics or government. Instead it is designed to provide suggestions, information, and materials for elementary teachers who want to teach their students about voting and the elections process, upon which our system of representative democracy is based. It is hoped that students will develop enough familiarity with, and interest in, the elections system that they will want to participate in it when they reach 18--whether that participation is simply as informed voter or as a candidate, pollworker, party worker, or active member of a campaign.

The progression in Part I is as follows:

The lessons in Level I were originally designed with nonreaders in mind. They emphasize the idea that voting is a means of making a choice. The elections process is presented in its simplest form to familiarize students with some of the basic words and ideas associated with voting. It is suggested that the election be centered on a one-time event.

Level II was designed with beginning readers in mind, particularly the lower grades. Like Level I, these lessons are concerned with basic principles. A simple form of registration is introduced. Suggested subjects for an election focus on a situation that will affect the class for a more extended period of time.

Students in Level III are assumed to be reading. This level would probably work best with the middle grades. These students may be asked to vote on a topic that involves an extended follow-through. The recommended registration procedures are more detailed, and there is a considerable campaign involved.

All three of these levels suggest elections that deal with issues or questions, rather than asking students to make a choice among people. It is hoped these issues will create enough interest to motivate active student involvement, without developing the feeling of personal rejection that a very young child could have if defeated as a candidate for office.

Level IV is perhaps appropriate for the upper grades. It is suggested that students conduct an election involving candidates for an organization, such as student council or class office. At this level, students should follow a simplified version of proper election-day procedures and registration forms. They would also be campaigning for the first time for a person rather than an issue; therefore the complication of personal attributes becomes central for the first time.

Level V may work best with junior high students. In Level V, all of the foregoing elements of elections can be focused in a schoolwide election, perhaps for student council officers or a schoolwide issue. At this level, it is appropriate to introduce the use of nominating petitions, proper election procedures, enforced registration, and a complete political campaign, though all are still in simplified forms.

The progression is not meant to be inflexible. Teachers are encouraged to select the most appropriate levels and activities for each particular group of students based on their interests and on what kind of elections are actually being held that year (presidential, gubernatorial, etc.), and whether any controversial local or state issues are on the ballot.

Junior high teachers may also find some of the activities described in the high school lessons on Practical Politics to be useful with their students.

GOAL OF THE PROGRAM

The goal of the elementary voter education program is to introduce students to concepts associated with participatory citizenship, including acquiring and processing information, assessing involvement, making thoughtful decisions, making judgements, communicating, cooperating, and promoting student interests.

Specific objectives are provided for each of the five levels delineated in the program. These objectives are designed to help students develop the competencies necessary to participate effectively as responsible citizens. The activities and materials in Parts II and III provide opportunities for teachers to use the election process to develop these objectives in order to achieve the goal of the program. The activities and materials are designed to meet a wide variety of student skills, interests, and abilities. Teachers are encouraged to use these activities and materials in ways best suited to the needs of particular students or groups of students or both.

EVALUATION QUESTIONNAIRE

____
County

____
Name of Teacher

____
Name of School

____
School Address

____
City Zip (Area Code) Phone

Other teachers who worked on this program with you:

____________________ ______________________

____________________ ______________________

____________________ ______________________

Check as many of the categories as apply:

_____ self-contained classroom
_____ team teaching
_____ mixed abilities
_____ EMR
_____ gifted
_____ other ____________

GRADE LEVEL:

_____ Preschool
_____ K
_____ 1
_____ 2
_____ 3
_____ 4
_____ 5
_____ 6
_____ 7
_____ 8
_____ 9
_____ other _____

Number of students ________

Do you feel the lessons fulfilled the educational goals stated at the beginning?

Yes _____ No _____

Comments, Suggestions:_______________________________
(Please be as specific as possible about what you used, how, whether it
____
worked well or not, and why--use back of sheet if necessary.)

____

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CONTENTS

Letter from the Secretary of State iii
Acknowledgements iv
Introduction to the Program v
Goal of the Program vii
Evaluation Questionnaire viii

PART I

PROGRAM DESIGN

Level I: Pre-Readers 3
Level II: Beginner Readers 7
Level III: Middle Grades 11
Level IV: Upper Grades 17
Level V: Junior High 25

PART II

A. GENERAL INTRODUCTION

Decision making

Stories to demonstrate choosing 35
Going to the zoo 36
Orville takes a vacation 38
Voting is choosing 40
Discussion suggestions 40
Do you make decisions 42
Recognizing political decisions 43

Nominations

Petitions forms 45
Leadership qualities 47

Campaigning

Jobs 48
Tips 49
Materials 51
Buttons 52
Political party symbols 53
Bulletin board 54
Letter writing 54
Debate 55
Drama 56
Display window 56
Field trips 57
Class newspaper 57
Press release 57
Conducting a survey (polling), form 59
Election night cake 60

B. ELECTION DAY ACTIVITIES AND MATERIALS

Registration and voting qualifications

Teacher background 61
Student overview 62
Registration forms 63

Voting systems

Teacher background 65
Student overview 56

Election day procedures 66

Election day jobs 68
Oath for student officials 68
Poll book and form 68
Ballot types 70
Paper ballot instructions 72
Punch card instructions 74
Lever machine instructions 76

Election materials

Sample ballots 77
Signs for polling places 80
Flag 81
Maze 82
Dot-to-dot 83
Setting up polling place 84
Voting booths 85
Ballot box 86

Election day safeguards 87

Tie votes 88
Follow-up 88

PART III

A. REINFORCEMENT ACTIVITIES

Vocabulary activities 91

Election words 92
Crossword puzzle 93
Find the words I 94
Advanced word search 96
Advanced crossword puzzle 97
Find the words II 99
Seek and de-find 100

Statistics 102

Writing

Media 104
Write a letter 104
Election booklets 104
Summaries 104
My election day 105
Work I did for my candidate 106

B. RESOURCE INFORMATION

Parent note 107
Election calendar 108
Resource persons 109
Catalogs 110
Books 111
Newspapers 113
Certificate of Election 114

PART I: PROGRAM DESIGN

Many of the suggestions for election activities are based on suggestions from teachers who used preliminary drafts of these materials and shared their experiences and comments with the authors.

INTRODUCTION

The format for conducting an election for these young students is very simple and informal. It introduces them to some of the basic ideas about voting as a form of choosing, relating some of the events they will notice happening around them (in adult conversations, on TV, in signs around their neighborhood) to the kinds of decisions they make in an election. (The materials in Part II include two stories about choosing. See them for suggestions on how to use them to introduce voting.)

It is suggested that the election decide a single choice that can be followed up easily and quickly. This could be a choice of ice cream flavor or other treat for a class party (Halloween, Valentine's Day, Mother's Day), the color or design to be used for a class project, the destination for a class outing (a trip to the nature trail or to the zoo), etc. The teacher's selection of both the topic and the "candidates" for the election will simplify the procedure by allowing the preparation of materials well ahead of time.

Many suggestions for activities are contained in Parts II and III.

OBJECTIVES

Students will understand that everyone cannot always have everything that he or she would like to have.

Students will understand that it is frequently necessary to choose from among alternatives.

Students will understand that conflicts often arise over individual or group preferences.

Students will understand that voting is one way to settle disputes.

Students will engage in activities designed to illustrate that voting means choosing.

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*Pre-Readers.

PREPARATION

Select the topic for the election and the candidates. Select the activities you are going to use and the materials to implement them. Reproduce or adapt the materials you will use.

Prepare a ballot box, voting booth, and ballots.

Develop your lesson plans based on the concepts and skills you plan to teach and the activities in Parts II and III that you will use to do so.

PROCEDURE

These suggestions assume an election on whether the class should have milk or fruit juice at its Valentine party. The subject and candidates you select may require modifications in these suggestions.

Approvals.

If your choices will require approval before they can be implemented, get that approval before starting the election. For instance, can the school afford to provide either milk or juice; if you vote on a class outing, will the class be allowed to go.

Organization.

This is very largely a teacher-directed activity. It is envisioned that students will prepare their materials independently, to a great extent, then share their ideas with the rest of the class. They could work together, but most of the activities at this level lend themselves to individual work.

Campaign.

It would be more accurate to think of this as an information-gathering campaign rather than political-style campaign between adversaries. Urge the students to bring illustrative material from home, such as empty milk and juice containers and magazine illustrations of milk and juice. Displays about the basic four food groups would provide both information and illustrations about the nutritional value of both "candidates."

Help the students set up displays about both choices. The whole class can discuss reasons for supporting each candidate, such as:

Milk helps build strong bones and teeth.

You can drink milk hot or cold.

I prefer milk with cookies.

I prefer juice with crackers.

Juice can be made from many different fruits.

Juice is healthy for us.

Discuss with the class how they have gone about finding information on which to base their decision.

Election.

The mechanics of the election itself should be very simple, but they will provide many opportunities for learning new words, practicing basic reading, writing, listening, and counting skills, and discussing some of the fundamental principles of elections. The materials in Parts II and III supply or suggest many ways to use an election as a focal point for learning many skills and ideas.

Equipment. Prepare a simple ballot box, such as a cardboard box with a slit wide enough to accept the ballots. A simple voting booth could be arranged with a table against a wall, and perhaps with screening on the sides.

Ballots. The ballots should have pictures of the "candidates" on them so the students can vote a secret ballot without needing help to read it. Reproduce enough copies of the ballot for the whole class, plus a few extras to replace any that get spoiled.

Procedure. Set up the ballot box and any voting booth or signs to make the classroom a "polling place."

Draw a large replica of the ballot on the chalkboard and show students how to mark their ballots by putting an "X" in the square beside their choice. (Avoid actually marking a choice so you don't inadvertently influence their choice.)

Remind students - -

*to vote for only one choice

*that their vote is secret; they should not try to see how anyone else voted and they need not tell anyone how they voted

*the "candidate" chosen (voted for) by the most voters will be the winner and even those people who didn't vote for that one must abide by that vote.

You can either have students vote one at a time in the "voting booth" or they can all vote at once while seated at their regular tables or desks. After they mark their ballots, have each student fold his or her ballot and place it in the ballot box.

Results. Immediately after everyone has voted, tally the results on the chalkboard for everyone to see. Announce the winner.

Follow-Up.

As soon as possible after announcing the winner, begin any necessary planning to implement the results of the election. This immediate connection between the election result and something that affects their lives reinforces for the students the importance of voting.

ACTIVITIES

Since so many of the activities and materials in Part II assume the ability to read, only a few of the simplest are applicable for students this young. However, you can take this opportunity to acquaint them with some of the symbols associated with elections. They can also use the subject of elections to increase their vocabulary.

RESOURCE PERSONS

Enlist the cooperation of the students' parents to talk about the election. A parent could talk with the class about voting. A note sent home with the child could explain the election and ask the parents to discuss voting with their child.

Level II*

INTRODUCTION

The election suggested for this level involves a choice that will affect the whole class for an extended period of time. This helps students understand that voting is a decision that has an effect on their lives; therefore, it is worth the effort both to vote and to weigh the choices carefully before voting.

It is suggested that the class vote on something that will last through the school year. One possibility might be if they could, for example, vote on what color the room would be painted. Or they might choose "class colors" or a class mascot, symbol, or flower. Perhaps there is a decision to be made on whether the class should have a guinea pig or a goldfish. If these are not feasible, try to vote on something with some effect on the students: one class voted on whether the cake they planned to bake should be chocolate or vanilla.

A variety of materials in Parts II and III provide many ways to integrate election activities into many other subjects.

It is suggested that the teacher select the choices to be voted upon in order to keep the process simple. If you want a nominating process, other than simply asking for suggestions from the class, one is suggested in the lessons for Level III.

OBJECTIVES

Students have the opportunity to extend their understanding of the electoral process.

Students will perceive the electoral process as involving rules to insure fairness.

Students will have an opportunity to influence others in the electoral process.

Students will understand the relationship between election results and personal choice.

Students will be able to recognize and use new vocabulary.

---

*Beginner Readers.

PREPARATION

Choose the subject of the election and then select the "candidates" (choices), with or without student suggestions.

If you are having any community resource people come to the class, invite them as far ahead of time as possible.

Select the acivities and materials that you plan to use. Prepare a ballot box, voting booth, and ballot. Reproduce the ballots and any other materials you will use.

PROCEDURE

This plan assumes the election is to pick a class mascot. Instructions can be adapted for the subject you have selected. Students can be assigned each mascot candidate and to serve as pollworkers so everyone has a job.

Approvals.

If you plan to enlist the help of other teachers, such as the art teacher, consult with them ahead of time.

Registration.

To introduce the concept of registration, have each student sign a card or sheet of paper (and you might want them to print their address on it too.) Arrange these in alphabetical order to be your "registration files." Have this registration take place at least a day or so before the election to establish the idea that in Ohio voter registration must be completed well before (30 days) the election itself.

Organization.

You may prefer to have students work alone or in small groups. Each student can be assigned a specific responsibility or they can each do all the research and then pool their information.

Campaign.

The campaign itself will probably be very brief.

Have students research their candidate or mascot. They could ask people who own that kind of pet or they could look in encyclopedias or books from the library. The information can be very simple--the important concept is the idea of knowing something about the candidate before you vote rather than voting on the basis of how your friend votes.

Each campaign committee will present its findings to the class. They could do posters, bulletin board displays with pictures, drawings, facts about their candidate. Each committee should report to the class in a "campaign speech" about why their candidate deserves to win.

The campaign can provide an opportunity for a wide variety of related acivities using the materials in Parts II and III. If it is held simultaneously with adult election campaigning in the fall or spring, it will provide an especially good opportunity to discuss why we hold elections, what elected officials do, how to decide who to vote for, and why you should vote.

Election.

Either some of the students or the teacher needs to prepare all the materials and equipment for the election. You may want to have students help supervise the election or you, the teacher, may function as the judge of elections.

Take the opportunity to talk about how we hold elections. This is a good time to stress all the safeguards we have to assure that each vote is secret (why do we vote a secret ballot?) and that each vote is counted accurately and that everyone gets to vote--but only once.

Equipment. Prepare a ballot box, a table for the judge/s of elections, and a voting booth. (See examples in Part II.) The ballot box can be just a cardboard box with a slit in the top for inserting ballots. The voting booth needs a steady, flat surface for writing and some screening for privacy. It could be a small table put against the wall with cardboard or curtains on two sides. You could also put signs that say "Vote Here" and "Polling Place," as well as a sample ballot, on the walls of the voting location.

Ballots. The ballot could have both the names of the candidates and pictures of them (either photos or drawings). Reproduce enough ballots for the whole class, plus extras in case someone spoils a ballot.

Procedure. Set up the voting booth, the judge of elections table, and the ballot box. If the teacher is the judge, put the ballot box nearby, so you control the whole process. Explain the procedure to the class, stressing the importance of voting for only one candidate and marking the ballot clearly so their vote can be counted accurately. Each student gives their name to the judge, who puts a check on that voter's "registration card" and then hands the voter a ballot. The voter then marks the ballot in the voting booth, folds it, then puts it in the ballot box. Then the next voter is allowed to vote.

Results. As soon as everyone has voted, count the ballots or have student helpers do it under teacher supervision. Have them double-check their results.

Resolve ahead of time how you decide any ties (flip a coin, draw lots, hold a run-off election with the top two vote-getters?). Announce the results and post them on a sample ballot.

Follow-Up.

Elections seem meaningless unless voters of any age see them as truly deciding something. Therefore it is important to help students see that their election made a difference in whatever they voted on.

Immediately after the results are known is a good time to discuss the implications of making choices by means of elections. Some ways of dealing with this are suggested in Parts II and III.

The second step to reinforcing the importance of voting is to follow through on whatever was decided in the election. If a class mascot was chosen, set in motion the necessary steps to acquire that mascot and learn how to care for it. If it was a class flower, get some seeds or bulbs and plant them; if class colors, devise a way to work them into the classroom (on awards, bookplates, decorations).

ACTIVITIES

A number of the simpler activities and materials in Part III will be particularly useful in these grades to augment and reinforce the actual election itself. Many of these materials suggest ways to carry the election theme into teaching a variety of skills.

RESOURCE PERSONS

Anyone who votes regularly would make an excellent resource person for this lesson. Someone with some expertise on the topic being voted upon could provide useful information to help students make a good choice. The expertise is less critical than is the ability of the resource person to communicate to young students.

Level III*

INTRODUCTION

The election procedures and suggestions for this age group are a bridge between the simplified process for Level II and the more complete procedures in Level IV. The election at this level could decide an issue that would have a longer term effect on the members of the class.

These procedures rather closely approximate those used in Ohio for deciding issues and questions such as tax levies, bond issues, charter revisions, state constitutional amendments, and citizen-initated laws.

It might be appropriate at this level to let students help determine which issues they will decide. This can be done by having them circulate petitions, as is done for many issues in Ohio. This also provides an opportunity for discussing the petition process and the advantages and disadvantages of voting directly on issues instead of having those decisions made by representatives in a legislative body. However, if the teacher thinks that the petition process would be unmanageable, that whole part of the election can easily be skipped and the teacher can designate the topics that will be voted on.

Some of the kinds of questions that might be addressed are

- should the class "adopt" an animal at the zoo; which animal?
- name a book the class would like to read/have read to them in class
- decide among several possibliities for a class field trip
- which of several options would the class prefer for the "big" party of the year?
- which of several charities would the class prefer to adopt as "its" charity to support?

The class could vote on two or three issues at one election, thereby giving students some idea of the complexity of adult elections, with many different causes and candidates competing for the attention of voters.

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*Middle Grades.

Careful selection from the suggestions in Parts II and III will help provide activities for a wide variety of student interests.

OBJECTIVES

Students have the opportunity to gain further practice in electoral procedures.

Students are introduced to more of the formal activities associated with voting.

Students will understand that the activities prior to elections (campaigning) will have an influence on the outcome of the election.

PREPARATION

After reading through this unit and deciding whether you want to include nominations, you will find it helpful to look at the materials and activities in Part II. Depending on which activities you decide to utilize, you may need to duplicate a substantial number of copies of some of the materials.

Invite any guest speakers as far ahead of time as possible. You can very often get very busy people to visit your class if you ask them a month or two in advance so they can plan their schedules around it.

Your selection of activities and procedures will give you lesson plans that will fit your students.

PROCEDURE

If you decide that the nominating petitions make the process too complex, omit that section. Instead you can just announce the choices that are available; then assign students to them as campaign committees or, better, let students choose the roles they would like to fill in the elections process.

Approvals.

Discuss your election plans with any other teachers who will be affected by them. They may want to do something similar; if so, read the suggestions in Level V for coordinated elections that include several classes.

Nominations.

Because this is the earliest level where the nominating process is introduced in these lessons, it might be useful to discuss why there are various kinds of nominating procedures. What would happen if there were no ways to limit the numbers of issues or candidates on the ballot?

Once you have decided what general topic or topics to have the students vote on, explain that only those suggestions will be on the ballot that have proper petitions filed.

For example, if you will be Picking a book: if Betsy wants the book to be The Wizard of Oz, she needs to fill out a nominating petition and get enough other students to sign it for it to be on the ballot; if Mike wants Charlotte's Web, he needs to do the same.

The petitions forms in Part II can be used for this purpose, perhaps with a little modification in some instances. You will need to plan ahead: how many signatures are needed on a petition for it to be valid; and may a student sign only one petition on any topic or any number of petitions if he or she thinks that "candidate" is a good idea? If you allow only one, the number of signatures should be quite low, maybe five. If you allow each student to sign several petitions, the number of signatures can be higher, perhaps ten, and still be manageable.

Registration.

A week or so before the election, have a simple registration drive to acquaint students with the idea that Ohio law requires voters to register. This registration need only consist of a 4X6 card for each student, on which the student prints his or her name, address, and date of birth, then signs it. When arranged in alphabetical order, these constitute your "registration file."

Organization.

Each nominee should have a campaign committee. The size will depend on the number of nominees, but should probably number two or three persons each. Anyone who circulated a successful petition is a logical chairperson for that nominee. Each committee will need some persons to write, draw, do research, and speak before the class.

The committees can do everything as group projects or divide the work so each person is responsible for a specific part of it.

Campaign.

The preparation for the campaign will take longer than the actual campaign itself. Have the committee for each nominee do some research to find out some facts about their candidate. For example, if the election is on adopting a zoo animal, students will want to find out all about that animal--where it lives, its physical characteristics, its habits, how much it costs the zoo to maintain it, whether it is an endangered species, etc.

Committees for books will want to find out about the author, the book, related material such as other books on the period or by the same author. Field trips--what can be learned, costs, distances. Charities--what do they do, how much do they raise, their history, any local connections.

After doing this research, the committee can decide what facts it will stress in its campaign and how to present them most effectively. They may want to prepare posters, act out a skit for the class, make campaign buttons. A "talk show" debate would be an effective way to present the information. A moderator (the teacher?) would ask a representative of each committee to answer questions about their nominee. The rest of the class is the "studio audience." With this format, each committee could prepare and give a one-minute "position paper" and then be prepared to answer questions.

For a variety of suggested activities that could supplement the election, see Parts II and III.

Election.

While all the students who are involved in committee work for a nominee are preparing their campaign materials, other students can funciton as election officials in putting together the actual mechanics of the election itself. Two or four students who are "members of the board of elections" or "pollworkers" can make a ballot box, design and reproduce ballots, be hosts for any guest speakers, and set up the polling place. (You can have different students be on the board of elections and be pollworkers, or the same students can do both.)

There are many opportunities for inviting a community resource person into the class during this kind of election.

Equipment. The class board of elections can prepare a ballot box out of any sturdy cardboard box with a slit in the top. They will also need to provide a table and chairs for the pollworkers and a voting booth for the voters. This booth need only have a smooth, steady writing surface and some side screening for privacy.

Ballots. Using the ballot form suggested in Part II, the members of the board of elections can design a ballot that will fit their specific election. They need to reproduce enough for the whole class plus a few extras.

Procedure. Have the class board of elections set up the polling place. Demonstrate to all students how to mark the ballot properly, stressing the importance of following instructions carefully so their vote gets counted as they intended. Point out that if they vote for too many candidates or if they scratch one out and vote for a different one, it won't be possible to tell who they meant to vote for and their vote won't be counted. If they make a mistake, they should give their old ballot back (folded so it is still secret) to the pollworkers to be marked "spoiled" or "void" and destroyed; then the pollworkers will give them another ballot. This is similar to the procedure in adult elections under Ohio law.

The pollworkers sit at the table with the alphabetical stack of voter registration forms, a paper for voters to sign on, the ballots, and a supply of pencils. The first pollworker asks the voter's name and marks the registration form, then tells the voter to sign the list. The second pollworker compares the signature on the list to the one on the registration form. The third worker hands the voter a ballot when the voting booth is empty and tells the voter to fold the ballot and place it in the ballot box after voting. The fourth pollworker stays by the ballot box and ensures that all ballots are folded and put in the ballot box and that no one tampers with the box.

Results. The pollworkers should count the votes as soon as the voting is completed, being very careful to count accurately. It works well to have one worker read off the votes out loud, a second worker watching to be sure the first reads accurately. The third worker writes down a mark for each vote, with the fourth worker watching the third to be sure the votes are recorded accurately.

The teacher may want to decide ahead of time, or have the class decide, how to handle results that end in less than a clear majority. Will the nominee with the most votes be declared the winner even if not receiving over 50 per cent of the vote? Will there be a run-off election between the top two vote-getters? How will a tie be decided?

The pollworker should post the final results. The pollworkers or board of elections should then put away all the equipment.

Follow-Up.

It is important that students see that their votes did make a difference. Whatever choices were decided in the election should be acted upon as soon as possible. Set in motion whatever is necessary to adopt an animal at the zoo; start reading the book to the class; begin to organize and prepare for the field trip; begin plans for the party; or take steps to implement support for the chosen charity.

Discussion of the whole campaign and election process can clear up any questions or confusion while they are still fresh in the students' minds. It also provides an opportunity to air any feelings about the process or the results.

ACTIVITIES

While many of the activities suggested in Parts II and III are too complex for this level, many of the materials will be helpful. And some of the suggestions that are more appropriate for more mature students can be adapted to less mature students by simplifying them or using them on a smaller scale.

RESOURCE PERSONS

Young students can ask very good questions and can benefit from community resource persons as guest speakers. In addition to the people suggested under "Election" above, anyone who works with the election process could answer the technical details about how things are done in "real" elections.

Level IV*

INTRODUCTION

This election involves students as candidates as well as campaign workers. The earlier elections all revolved around things; this one focuses on people. It could be the election of a class representative to student council, or the election of class officers, or perhaps the election of members of the safety patrol. It could even be the election of class representatives for a special purpose--perhaps two people to interview the mayor or your representative to Congress or to the state legislature.

Several teachers could cooperate to run concurrent elections; for example, all the fifth grade teachers might organize the election of fifth grade class officers.

The procedures suggested for this age reflect the procedures used in Ohio elections, but in simplified form. They more nearly reflect elections that involve candidates for public office than do those for earlier grades. Those suggested for earlier levels are similar to elections on issues, such as tax levies or constitutional amendments.

The activities suggested in Parts II and III provide a variety of ways to incorporate election-related activities into many different subject-matter areas. Besides the obvious applicability to studying citizenship, various activities involve reading to find specific information, writing to explain or convince, gathering information from a variety of sources amd making decisions, public speaking, listening, and asking pertinent questions.

You can make this election a closer approximation of a an election for President or Governor by having the candidates for class president and vice president run as a team. This would provide students with valuable experience in voting once for two candidates. Such tandem election has caused some confusion among voters in Ohio.

OBJECTIVES

Students engage in activities designed to reinforce the understandings introduced and developed in earlier activities.

Students are able to apply to "people-candidates" the understandings and procedures developed about "object-" and "issue-candidates."

Students gain further practice in using the more formal electoral procedures.

PREPARATION

Students can help prepare many of the materials used for an election. They may learn as much from helping plan the election as they do from participating in it. Many persons in the community would be excellent resource people to talk with or work with students. An elected official, someone who has worked on a campaign, a member of the League of Women Voters, or an active member of a political party would be a valuable addition to the classroom.

Look over the activities and materials suggested in Parts II and III to decide which ones are most appropriate for your students. You will probably want to vary the activities you use according to the interests, strengths, and weaknesses of each group of students, as well as the election-related information currently in the news.

Many students at this age are particularly fond of games; there are several election-related games listed in Part III, with the addresses of their distributors.

Read the suggested procedure and the activities and materials in Parts II and III. Decide how you want to plan this election for and with your students. The procedures and activites you select will then be your individualized lesson plans for your class. The election and related activities will provide opportunities to discuss many related subjects. (See the suggested Follow-Up questions for Level V.)

PROCEDURE

This outline assumes the election is for class officers in a single self-contained classroom. If several classes combine for a grade-level election, each classroom can conduct its own "precinct" election. For anticipating some of the questions that need to be resolved in a multi-class election, see the suggested procedures for Level V.

Approvals.

Confer with any other teachers who will be affected by the election activities. Be sure to coordinate your plans with theirs. If you want to use voting equipment, check with your county board of elections about its availability.

Nominations.

Explain to the class how the election will work. Provide nomination forms (see sample in Part II) for candidates to complete. Set a deadline for returning completed petitions; state the minimum number of signatures needed. Keep the nominating process brief and simple. It is included not to complicate the election but to ensure that the students have an opportunity to select their preferred candidates. It also provides an opportunity to discuss the systems we use to nominate candidates for office--primary elections, party caucuses, nominating conventions.

Registration.

Hold a voter registration drive using a simplified version of the Ohio voter registration form (see Part II). This can be a fairly simple procedure, but it should take place separately from the voting itself to reinforce the fact that Ohio law requires registration at least one month before an election. This offers an opportunity to discuss the requirements of Ohio's registration law and the reasons for those provisions.

Arrange the completed forms in alphabetical order. You may make a list of voters for election day, or just use the registration forms as your list.

Organization.

Have each candidate appoint a campaign committee. Depending on your access to audio-visual equipment, the candidates may or may not want a Media Consultant to be in charge of preparing a "radio (PA system) ad" and a "TV (videotape) ad." But each will probably want a Press Secretary to help write a 100-word "press release" and a Campaign Manager to help design a campaign theme or slogan and a poster. The candidates can serve as their own speech writers.

If you have two candidates running as a team, help them coordinate their campaign staff and materials in the same way candidates for Governor and Lieutenant Governor do in adult elections.

Each member of the campaign staff should have specific responsibilities, but they may want to help each other with ideas and with proofreading for spelling. Encourage them to develop a central theme for their campaign and use it in some way in all their campaign materials. The use of a unifying color combination, slogan, or topic can be very effective. Try to tie it to the responsibilities of the office. (This will also provide an opportunity to discuss with the class the qualifications needed for each class office.)

Campaign.

After giving the candidates and their committees a few days to organize their campaigns and prepare some of their materials, hold a brief campaign: perhaps as little as one day, no more than a few days. You might print a class newspaper with candidate press releases, some interviews by class reporters of candidates about their background, interviews with campaign staff members about their responsibilities, interviews with other class members about their views on the candidates or how they think the campaign is going, presentations of the results of class polls on the issues in the campaign.

Air the "TV" and "radio" "ads"; have the candidates give their prepared speeches and answer questions at a "press conference" or a meet-the-candidates meeting (with the rest of the class being the reporters or the audience). Put up the posters; pass out buttons; have a rally with speeches of endorsement. Let both your and the students' creativity flower. Part II of this booklet offers a variety of useful suggestions for activities and materials.

Election.

Students who are not directly involved in a campaign can organize the mechanics of the election itself as members of the board of elections and polling place officials. They need to prepare voting equipment, ballots, ballot box, voting booth, rules (written, so everyone agrees) and procedures. This does not mean the election needs to be complicated, just that it needs to be clear.

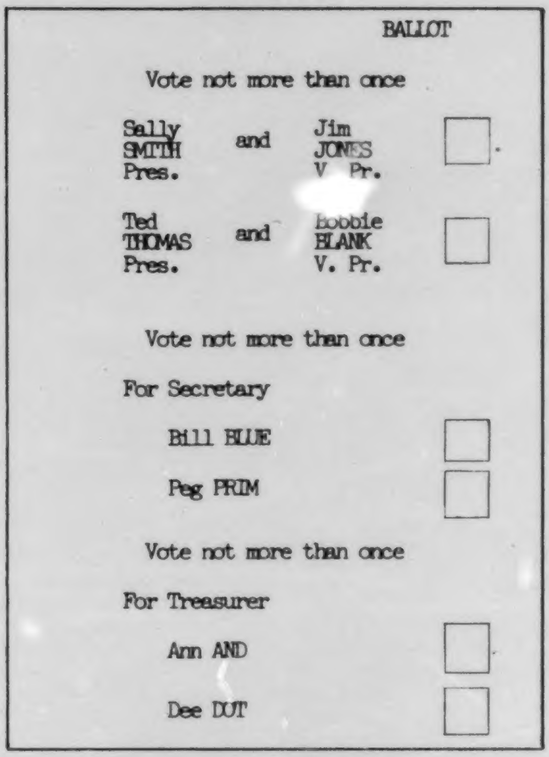
Someone who has experience in working with adult elections would be an excellent resource person. If no one from your county board of elections can visit the class, perhaps a pollworker (a parent or other relative or friend of one of the students may be a pollworker) could talk about election day procedures. Or try the League of Women Voters or the political parties.

Equipment. Make a ballot box out of a cardboard box with a slit in the top. Provide a table and chairs for the pollworkers. Prepare a voting booth for each 25-30 voters. It needs to have a steady, smooth surface for writing, and screening on at least three sides for privacy. A small table against a wall with cardboard taped to the sides will do. (See Part II.)

Your county board of elections may be able to let you borrow one of their pieces of voting ewuipment if they are not in a busy period. However, you will probably have to use paper ballots that you produce yourself.

Ballots. Design your ballot along the lines of the sample provided in Part II. Reproduce enough ballots for the class, plus several extras. If you have two candidates running in tandem, design that part of the ballot to indicate clearly that one vote counts for both of them. The ballot might look something like Example A.

Example A.



BALLOT

Vote not more than once

Sally SMITH Pres. and Jim JONES V Pr. ☐

Ted THOMAS Pres. and Bobbie BLANK V. Pr. ☐

Vote not more than once

For Secretary

Bill BLUE ☐

Peg PRIM ☐

Vote not more than once

For Treasurer

Ann AND ☐

Dee DOT ☐

Procedure. Be sure everyone knows the polling place hours properly. The board of elections should set up the polling place, perhaps in a corner of the classroom. They should remove all candidate materials from that immediate area, then post a blank sample ballot.

The pollworkers sit at a table with the list of registered voters and the registration forms and the ballots before them. The first pollworker asks the voter's name and marks it off the list or marks on the registration form. If you have a student who did not register, you may want to let them complete a voter registration form and then vote. However, this is an opportunity to point out that Ohio Law requires that you must register at least a month before an election. Therefore, in an adult election in Ohio, anyone who has not registered would not be allowed to vote.

The second pollworker has the voter sign a voting list, then compares that signature to the one on the registration form (as is done in adult elections under Ohio law).

The third worker hands the voter a ballot when the voting booth is open and tells the voter to fold the ballot in half (so no one can see how it is marked) before putting it in the ballot box.

The fourth pollworker stays beside the ballot box to be sure every voter deposits their ballot and that no one else touches either the ballot or the box.

Results. When the polls close, the pollworkers should take the ballot box to a quiet place (with supervision) and immediately count the votes. They need to be very careful to double-check the count to be sure it comes out exactly right.

It is considerate to tell the candidates the results first so they have a little time to compose their feelings of joy or disappointment (let them talk about how they feel). Have each one begin work on a one-minute concession or acceptance speech. Then the board of elections should post the results and announce them to the class.

The pollworkers then put away all the equipment used in voting.

Inaugural. The day after the election, have the candidates give their concession and acceptance speeches to the class. It is a nice touch to have someone official present a Certificate of Participation to each loser and a Certificate of Election to each winner. That official could be comeone who helped organize your election, the building principal, president of the PTA, or president of the student council.

Follow-Up.

Immediate. Students will get a much better idea of the impact of elections on their lives if they see that the people they elected do have responsibilities as a result of their election to office. Therefore, it is important that they have and are seen to have some real duties.

If the students elect class officers, those officers might conduct a meetng before the whole class to demonstrate parliamentary procedure.

Longer Term. Several weeks after the election there should be an opportunity to discuss with the class:

1. Have the candidates found their duties to be as they expected?

2. Does the rest of the class feel their officers have done as expected?

3. Have you learned anything from this election and its results (or lack of results) that would lead you to campaign/vote differently another time?

4. How well do you think adult officials/voters/campaigns reflect the kinds of reactions you have had to this election?

ACTIVITIES

The wide variety of activities and materials suggested in Parts II and III provide many ways to relate elections and government to the experiences of students. Students at this level can do most of them. If they are too young to take part in adult elections, they many enjoy some of the games and simulations dealing with elections and related subjects.

RESOURCE PERSONS

While no official has time to visit every classroom in every school, it is worth a phone call to invite whomever you like. Most of them do visit classes whenever possible. Very often the person who can't come will be able to suggest someone who can or may offer to send a staff member.

Do not overlook your immediate community. Inquire about the relatives and friends of your students. One of them may know a township trustee or precinct committee person who would be an excellent resource person but is forgotten when people think of elected officials. Most people are glad to spend an hour sharing information about their job with students.

Level V*

INTRODUCTION

The election suggested for this level is the most complete and sophisticated of this series. The procedures approximate as closely as possible those actually used in Ohio elections. Remember that all of these are suggestions and are open to modification to fit your students.

The election described here is a schoolwide election that offers the use of nominating petitions, registration as a requirement for voting, and a full-fledged campaign for both candidates and issues. Some of the simpler materials used in earlier lessons may still be useful, either by themselves or as guides for student-developed materials, but the more complex activities will be particularly appropriate with more mature students. Students in their early teens can be and have been effective volunteers in adult political campaigns. Such experience is extremely valuable in making the whole governmental process "come alive." For those students who do not have an oppportunity to participate in a campaign, participation in a game or simulation can be a stimulating substitute.

OBJECTIVES

Students will have further opportunities to develop and extend understandings and skills related to the election process.

Students will engage in activities and procedures which closely approximate those actually used in Ohio elections.

Students will have opportunities to assume various roles in the election process.

Students will participate in an election which utilizes all procedures and roles related to an official public election.

*Junior High.

PREPARATION

More than for any of the earlier levels, the teacher will want to plan this election well ahead of time and in cooperation with other teachers, because it includes activities that will involve the whole school.

This is planned as an election in which all the students in the building participate in choosing student council officers and decide one or two questions that affect the whole student body. Schools have voted on such questions as a school logo or symbol (the art teacher could help narrow the entries to two), whether there should be student hall monitors, whether the school dance should be held in December or around Valentine's Day.

Try to find some adults who can provide expert assistance to the students in their campaigns (see Resource People at the end of this lesson); teachers who have coordinated schoolwide elections have considered it very worthwhile but very time-consuming. Those who have had little political experience felt more comfortable if they had an experienced adult to consult with the first time through an election.

Read through the proposed procedure, activities, and resources in this section and in Parts II and III and decide what combination and modifications you want to use. That will become your individual set of lesson plans.

PROCEDURE

Approvals.

Obtain the approval of the building principal and the cooperation of the other teachers. Explain how the election will work. Agree on the offices to be filled and the issues to be decided. Check with your county board of elections if you want to use voting equipment.

Nominations.

To keep the election manageable, keep the nominating system simple. Let the student council function as a nominating convention, nominating two of their own members for each office (the two with the most votes, maybe; or two eighth-graders for president, two seventh-graders for vice president, etc.; or even-numbered homeroom representatives pick one nominee and odd-numbered another; or some other system).

Have each nominee fill out a nominating petition (see suggested form in Part II) and obtain the signatures of the correct number of students. Explain exactly how the petitions must be done. Make it as simple or detailed as you like; enforce it as loosely or strictly as you prefer; the object is to familiarize students with the process of using petitions to get onto the ballot and to show them that it is important to follow the rules carefully.

Registration.

Announce the election to the school. Explain that only those who register to vote by the deadline will be allowed to vote on election day. Allow several days for registration before the deadline. Have the deadline at least several days before the election. Emphasize to students that in Ohio you must register to vote at least a month before the election. (Are you going to make provision for students who are absent to be able to register "absentee"?)

Have convenient registration sites (homeroom, gym classes, the library). Teachers might be registrars, or use well-trained students. Use a simplified version of the Ohio voter registration form (see suggested form in Part II). Students should be aware of the requirements to vote in Ohio elections but they needn't fulfill all of them.

You might decide to turn registration and some of the other actual running of the election over to a student "board of elections" under the supervision of a teacher. They could help duplicate the forms, register voters, sort the completed forms by "precinct" (homeroom), act as pollworkers on election day, and count the votes. Alternatively, you may prefer to have all of these responsibilities handled by teachers or adult volunteers.

Organization.

Have each candidate appoint a compaign committee. A suggested committee, with duties, is:

- Candidate -- writes one-minute speech on why he or she should be elected
- Campaign Manager -- designs campaign theme or slogan and poster (are you going to limit size or number of posters? provide materials?)
- Media Consultant -- writes one-minute radio "ad" for school public address system announcement

- Press Secretary -- writes 100-word "press release"

- Advance Person -- introduces candidate and gets people to come talk to candidate at rally; if the school has videotape equipment, coordinates 30-second TV "ad"

Encourage the campaign committees to try to write all their speeches and ads around a central theme, as an adult political campaign would. Everyone on the committee can help everyone else, but each person is responsible for a specific task. Some groups will work as one committee on everything, some in several small groups, some as individuals. The aim is for everyone to get some idea of what these various tasks involve, how they depend on each other.

Set up a schedule for meetings of the campaign committee with the adult advisor; set deadlines for completing tasks.

This will provide opportunities to discuss the similarities to adult political campaigns, where there are sometimes personality conflicts, serious differences of opinion on how things should be done, differences in people's abilities, and insufficient time to get everything done.

Campaign.

The campaign organization should start working a week or so before the campaign itself begins, depending on the actual time available for preparing posters and scripts, etc.

The campaign should probably last only two or three days at most. You might kick it off with a brief assembly to introduce the candidates. Campaign committees should get their posters up around school. Air the "radio ads" over the school PA system. Show the videotape "TV ads" to classes. You can arrange "meet the candidate" sessions where several classes gather, the candidates are introduced by the advance persons, the candidates give their speeches, then shake hands and ask for their votes. Print a newspaper with all the candidate press releases in it.

Adapt any of these suggestions to the way they will work best in your school with your students. Add new ideas; omit acivities that won't work as well in your situation.

Election.

There are good arguments for holding your election at a time completely different from adult elections (no competing election to distract attention from yours); during the period just before an adult election (students will be able to compare their election process with the adult process); on election day (maximum attention is focused on elections by the media); or soon after an adult election (to use the adult experience in the student election). All have worked well in some circumstances.

Equipment. Be sure you have plenty of ballots or voting equipment. Make sure everyone understands the procedure exactly. Provide plenty of time for the actual voting. If your county board of elections has time, they may let you use some of their equipment, particularly if voting machines are stored in your school. If not, perhaps they can loan you one or more demonstration units so that students can see how voting is actually done in your county.

Provide several voting booths that will provide privacy to the voter. They need a smooth steady surface for writing and side panels or curtains to assure privacy. A back curtain is a good idea but not necessary for paper ballots because the voter's back serves as a screen. Provide pencils or pens for marking ballots.

Ballots. Keep your ballot as simple as possible. Have plenty of them printed. (If you will allow students to have a second ballot if they spoil the first, you will need extras.) Keep track of how many you printed and keep them secured. It is probably a good idea to use colored paper to make the ballot distinctive.

Procedure. Make sure everyone knows when the polls are open. Perhaps before school and during recess and lunch; or let each class vote at a certain time during the day.

Be sure a sample ballot is displayed on the wall and that all other campaign materials have been removed from the polling place.

Use a table for election officials (pollworkers). The first official asks the voter's name and marks that name off the list of registered voters or marks on their registration form that they voted. The second official has the voter sign in, then compares the signature to the one on the registration form. The third official gives the voter a ballot when there is a booth open for marking it, and instructs the voter to fold the ballot in half (so no one can see how it is marked) and then place it in the ballot box. A fourth official stays by the ballot box to see that no one takes a ballot out of the polling place or tampers with the ballot box. Voters should leave the polling place immediately after voting.

Results. The adults or students or both who are counting the ballots should take the ballot box to a quiet place and count the votes immediately. Double-check the count.

It is a good idea to tell the candidates the results first so they have an opportunity to get their joy or disappointment under control privately. Take time to talk about how it feels to win or lose (losers often feel personally rejected; winnners sometimes feel guilty). Tell each one to prepare a one-minute concession or acceptance speech for a school assembly.

After the candidates have been informed, announce the results to the rest of the school over the public address system or in a bulletin to each class. Also announce an assembly to be held the next day. Post the totals outside the polling place on a sample ballot.

Inauguration. This is the official wrap-up of the election. The coordinating teacher for the election can be moderator. Here is a suggested adenda.

Welcome - Principal
Introduction of Guest Speaker - Teacher-coodinator

Guest Speaker - one-paragraph speech (This could be a public official: mayor, council member, county board of elections member, state legislator, field representative of the Secretary of State, etc.)

Presentations - Guest Speaker presents Certificate of Participation to each loser, Certificate of Election to each winner (include the Campaign Manager for issue elections). Each candidate gives a one-minute concession or acceptance speech (issues people need not speak)

Teacher Coordinator - thank all adults who helped (present them with certificates too, if you like)

Adjourn.

The whole program should take less than half an hour.

Follow-Up.

Immediate. The days immediately following the election provide an important opportunity to explore and reinforce some ideas raised. It is important that there be real implementation of the election results. For example, if the students voted to have student hall monitors, they should soon be selected, trained, and put on the job. The officers of student council who are elected should meet and begin to assume their duties.

The election itself provides a good reference for some questions to discuss with the class.

1. What arguments convinced you? Which turned you off? Did the convincing/unconvincing arguments have any common characteristics? Did it matter who was saying it? If so, why? Does any of this apply to adult elections? How?

2. How did it feel to lose? to win? Do adults feel that way? What makes a good loser? winner?

3. Discuss the idea that group decisions affect our lives. This could lead in several directions, such as:

- the balancing of majority rule and minority rights

- the balance between doing what the individual thinks is best or right and doing what the group has decided

- the importance of making your voice heard in group decision-making

- the importance of learning the rules so you don't lose your voice on a technicality

- why groups need rules

There is more material on decision-making in Parts II and III, both suggested activities and recommended resources.

Longer Term. Several weeks after the election, look for an opportunity to discuss with the class:

1. Were the things discussed in the campaign the ones that have turned out to be important? What can we learn from that?

2. Has the appropriate follow-up been done on the issues decided in the election? Have the candidates performed well? Have the students been concerned constituents, being watchful that their opinions were heard? Should they?

3. Have circumstances changed that demanded different responses than were anticipated? Have elected representatives explained their actions?

4. Did the election make a difference? If so, how could you be more effective another time? If not, what changes would make a difference?

5. Discuss how these questions apply to adult elections.

ACTIVITIES

There are many activities that will broaden student understanding of how elections fit into the whole governmental process. A number are suggested in Parts II and III of these lessons. Students at this level are mature enough to do any of them. Pick those that seem most appropriate for your students. Different activities are appropriate for different years in the election cycle. For instance, attending a political rally might be most appropriate in a presidential election year; collecting campaign materials might be easier in an even-numbered year when governor and most statewide officials are elected; attending a meet-the-candidates night most useful in odd-numbered years when local and school board officials are elected.

There are also some games and simulations that are particularly appropriate for more mature students. They are listed under Resource Information in Part III.

RESOURCE PERSONS

Throughout the procedures suggested for this level, there are suggestions for bringing resource people into the school to help teachers and students. Many teachers have not had active experience in elections; there are many people in the community who would be happy to share their experience and to help. You can find the name of the field representative of the Secretary of State for your county by calling (614) 466-3251. That representative can help you find resource people in your community if you do not know whom to call.

Don't overlook the expertise available to you in the local media. A local television or radio reporter might come talk to the students about preparing their campaign materials--your school might get a story in the local news. The same is true of local newspapers. The daily papers often have reporters who will visit schools; your local weekly paper is very likely to send someone if asked. You could ask a high school journalism teacher to talk about preparing stories.

An election is an ideal way to involve students in their community and the community in their schools.

PART II

Any of these materials can be reproduced as is and handed out to every student or adapted for use as the teacher perfers. Choose which of several versions of a form or activity is most appropriate for a class or for each student, or the materials suggested may be used as examples for teachers or students to develop their own materials.

A. GENERAL INTRODUCTION

DECISION MAKING*

Voting is a way of making choices for a group. It is sometimes confusing to understand which decisons are personal and which are political or group decisions. The materials and activities that follow provide tools for starting a discussion about decisions making and its relation to voting.

Ask the students to discuss whether each of them makes any decisions.

What decisions do the students make?

Which decisions are personal--that is, which ones affect only themselves?

Which are group or political decisions?

What are some ways group decisions are made?

One way is by voting.

This can lead into a discussion of the election the class will hold.

STORIES TO DEMONSTRATE VOTING AS CHOOSING

Voting can be de-mystified for younger students if it is presented as a way of making choices. Following are two stories about choosing. Let the students choose (by raising hands) which story they want to hear or read. Then discuss the story. (There are some suggested discussion questions after each story.)

Point out that in raising their hands to pick a story, the students were voting. The election being held is like elections that adults hold to choose the people who make the rules we all live under.

* Much of the material on decision-making is based on Making Political Decisions, the Ohio Department of Education prepared by the Citizenship Development Program of the Mershon Center, The Ohio State University, Richard C. Remy, Director.

Going To The Zoo

by Janis Rehmar

Joe and Sue were very happy. Today was Sunday. They had begun to think that it would never get here. Sundays were always nice - Daddy and Mommy did not have to go to work - but this Sunday was extra special. This Sunday they were going to the zoo.

Sue woke up very early. She was so excited that she could not sleep any longer. She wondered if Joe was awake too. Just then she heard a knock on her bedroom door.

"Sue, are you awake? Can I come in?" asked Joe.

"Joe," said Sue, "let's look at the calendar to make sure this is zoo day."

Sue and Joe raced downstairs to the kitchen where Mother kept the big calendar on the wall. Circled in red was Sunday, June 25 - zoo day.

"There it is," said Joe, "today we go to the zoo."

A deep voice behind them said, "Well, you can not go in your pajamas. Maybe you should get dressed first."

Sue and Joe looked up. Dad was grinning down at them.

"You two go upstairs, get dressed, make your beds, and brush your teeth. By the time you come back down, breakfast will be ready."

"Okay, but I think I'm too excited to eat," said Sue.

Joe and Sue dressed faster than ever before. Sheets and pillows flew as they made their beds. By the time they got downstairs, they could smell their favorite breakfast cooking on the stove.

"Not so fast, Sue," said Mother as Sue gulped down her juice in one big swallow. "The zoo won't go away. We all have time for breakfast."

"Now, what would you like to see at the zoo?" asked Dad.

"Everything, everything," cried Joe between bites of toast.

"The zoo is a very big place, " said Mom. "We might not be able to do everything in just one day."

Just then Dad had an idea. "Let's make a list of all the things you want to see and do."

"Monkeys and tigers and elephants and. . ., " Sue and Joe started to shout.

"Wait just a minute," said Dad, "one at a time. Now, that was monkeys, tigers, elephants. . ."

"Bears," said Sue.

"Giraffes and zebras," said Joe.

"Don't forget the fish and all the pretty birds," said Sue.

"I like the baby animals that you can pet," said Joe.

"We can't forget the lions, Dad," said Sue.

"You two have named almost everything at the zoo," laughed Mother. "Since you can't decide now, you will have to choose what you want to see when we get to the zoo."

Joe and Sue were quiet in the car. They were both thinking about what they wanted to see.

"Mother, can you help us?" asked Joe. "We are going to make a new list but we need some help."

"Yes, Mother, said Sue, "there are some animals that I really want to see, some that Joe wants to see, and some that we both really want. How can we pick?"

"Well," said Mother, "Let's write the names of the animals you both want to see."

Soon the list said bears, monkeys, elephants, and tigers.

"What about the other animals?" asked Joe.

"Now you have to choose," said Mother, "each of you can pick one more."

"You should think of why you want to see each one, and then pick the one you like best," said Dad.

"My teacher read us a story about zebras in school," said Joe. "I want to see them."

"I can't pick, said Sue, "I like the lions and the birds."

"You saw lions at the circus," said Mother.

"That's right; this time I want to see the birds," said Sue.

Joe and Sue were happy. They knew they would have lots of fun because they picked the animals they liked the very best.

DISCUSSION QUESTIONS

What animals do you like best?
How would you pick if you had to make a choice?
Name some other kinds of things that you choose.

Orville Takes A Vacation

by Janis Rehmar

Orville the hamster was tired. He was tired of playing in the sawdust, tired of running around in his wheel, and tired of playing the same old games with the other hamsters.

"What's the matter, Orville? Why do you look so sad?" asked Bruce. Bruce was the big dog that lived down the street. He and Orville were very good friends.

"Oh, Bruce, maybe you can help me," said Orville. "I am tired of doing the same things every day. I want to do new things, in new places."

"Well, it sounds as if you need a vacation," said Bruce.

"Oh Bruce, you are so smart! Of course, I will take a vacation," grinned Orville.

Then Orville's big smile disappeared. He was frowning again. "Oh my, where should I go on my vacation?" sighed Orville.

"You will have to choose," said Bruce.

"What is 'choose'?" asked Orville.

"Oh Orville, I can see that this is not going to be easy," said Bruce. "When you choose, you pick what you want to do. First you should think about everywhere you would like to go. Then you pick the place you like the best, and that is where you go."

"That does not sound so hard," said Orville, "I want some place where the sun shines, I want to see lots of new things, and I want to meet lots of new friends."

"But where do you want to go, Orville," asked Bruce.

"Why, somewhere I can do all those things, of course," said Orville.

"But where, Orville, where? You have to choose a place," exclaimed Bruce.

Orville looked puzzled. He wanted to go to any place where he could do the things he wanted to do. But now, Bruce kept asking him where. He was very confused.

"Orville, I think you need some more help. You need to talk to someone with information on vacations. I do not have all that information, but I know someone who does. You see, Orville, in order to make the best choice, you have to have information."

Soon Orville was sitting in the office of Mr. Chip Munk, Travel Advisor.

"Well young man, I hear you want to take a vacation."

"Yes sir, but I did not think it would be so hard. I want to go somewhere with sunshine, nice people, and neat things to do. Bruce said I have to choose, that I need something called information, and well, I just do not understand. Can you help me?"

"Bruce is not trying to make things hard for you, Orville. He is trying to help you. You see, there are lots of sunny places with nice people and fun things to do. How far away do you want to go? How do you what to travel? Will you go on an airplane, a bus, or a train? How long will your vacation be? These are all things to think about to help you choose. Do you want to stay in Ohio? Do you want to stay in the United States? Do you want to go to an amusement park, or a beach, or a historical place? To a noisy place or a quiet place?" asked Mr. Munk.

"Gee, Mr. Munk, that is a lot of choosing to do. I did not know there were so many different things to pick from," said Orville.

"Now Orville, you take these books and read about different places. This is the information that will help you choose where to go on your vacation," said Mr. Munk.

Soon Orville's arms were full of books and magazines.

"What did you call all this stuff, Mr. Munk?" asked Orville.

"Information, Orville, information. Information helps us choose wisely."

"Yes, yes, Mr. Munk. With all this information, I will be able to choose where I want to go," said a happy Orville. "Thank you for helping me learn how to choose."

Orville went home and looked at all the information Mr. Chip Munk had given him. There were so many places, how would he ever choose? He remembered the things he had learned about choosing and studied his information carefully.

One day a few weeks later, Bruce got a picture postcard from Orville. It said:

> "I am at Lake Erie on my vacation. It is sunny on the beach and there are amusement parks too. I also like the things I learned on my visit to Perry's Island. There is an old lighthouse there. I have met lots of new friends. Thank you for helping me make a good choice for my vacation. See you soon. Your friend, Orville."

DISCUSSION QUESTIONS

What do you like to do on your vacation?
How does your family choose a vacation?
What other kinds of things do you choose?

VOTING IS CHOOSING

by Janis Rehmar

Read the story below and discuss the questions.

Bob is a Cub Scout. Tonight his pack must choose its leader for the year. This is an election. Three boys - Dan, Bill, and John - all want to be the leader. To pick the leader all the scouts will choose. They will each vote for one of the boys. The boy with the most votes will be the leader. He will be the winner of the election.

Bob's older brother Jim wants to go to the meeting. He is not a Cub Scout, so he cannot vote. Only scouts can vote in the election for scout leader.

1. Name some ways the scouts could vote.
2. Should Jim be allowed to vote? Why?
3. Should Al, a Cub Scout from a different pack, be allowed to vote? Why?
4. What are some other things that people vote for?

DISCUSSION SUGGESTIONS

A. Introduce unit by focusing on choices that students make every day. Questions such as: "If there are two programs on television that you want to watch, and they are both on at the same time, how do you choose which one you watch?" "When you go for an ice-cream cone, how do you decide which flavor to buy?" "How do you choose what you are going to do at recess?"

Write students' responses on the blackboard, reserving any qualitative comment for later. For now, just generate dicussion on choosing.

Teacher could write the following on the chalkboard:

"Today I made a choice to _____"

Have the students complete the sentence, noting their answers on the chalkboard. Discuss the meaning of the terms choice - choosing; decision - choice from among two or more alternatives; and alternative - a choice from among two or more things or ways to do something.

Emphasize that one cannot make a decision or choice without having two or more alternatives from which to choose. Alternatives may be hard, turning in your best friend for cheating on a test vs. ignoring the fact that your best friend cheats; or alternatives may be equal, wearing your green jacket vs. wearing your brown sweater; or alternatives may be good-bad, playing with your brother vs. hitting your brother.

Do you make decisions.

Discuss "Making Political Decisions" with students. Ask for other choices students might make that are not included on the list.

B. Ask students what they think a rule is, and list their responses on the blackboard. Have them discover there are many kinds of rules affecting many persons. Explain to the class that you are going to involve them in a make-believe situation that requires a group decision. Emphasize that: Decisions that affect the management of groups are called political decisions. Groups need rules in order to survive. Rules regulate the behavior of group members. The class should listen to the make-believe situation, then list alternatives on a piece of paper. Students will then share their alternatives and come up with a good practical political decision.

Situation. The students will pretend they are on a camping trip. The route is through a heavily forested area and, as darkness approaches, the campers begin to wonder when their campsite is going to come into view. A discussion is held and it becomes clear that somewhere along the way a wrong turn has been made. There is enough food for one night but the water supply is very low. They would have a hard time pitching their tent in this area. What rules are needed? What must be done?

List ideas on the blackboard under the heading ALTERNATIVES. In order to insure the safety of all campers, the students should suggest at least three solutions that might resolve the situation. Since these decisions are binding on a group, ask the class if there is a difference between the previous decisions they have made and the list on the chalk board. How did the alternatives affect the campers? Why wouldn't the judgement of the most experienced camper be accepted without question?

Have the students explain their reasons for allowing a number of the campers to make decisions. Emphasize the fact that, WHERE GROUP RULES ARE REQUIRED, A POLITICAL DECISION HAS BEEN MADE. Students should recognize the importance of accepting decisions that will insure the safety of all.

Discuss "Recognizing Political Decisions About Rules" with students.

DO YOU MAKE DECISIONS?*

Directions: Circle the answer that best describes your action.

1. Do you decide what clothes to wear to school? Yes No
2. Do you decide what to eat for breakfast? Yes No
3. Do you decide when you will do your homework? Yes No
4. Do you decide what you will do after school each day? Yes No
5. Do you decide what time you go to bed? Yes No
6. Do you decide how to spend any extra money you may have? Yes No
7. Do you decide what games to play on the playground? Yes No
8. Do you decide who your best friends are? Yes No
9. Do you decide what the rules will be in your classroom? Yes No
10. Do you decide what your hobbies will be? Yes No
11. Do you decide what clubs or activities to join? Yes No
12. Do you decide what chores you should do at home? Yes No

How many "YES" have you marked?

How many "NO" have you marked?

ARE YOU A DECISION MAKER? Yes
No

---

* Reprinted from *Making Political Decisions*, The Ohio Department of Education, Columbus, Ohio.

RECOGNIZING POLITICAL DECISIONS ABOUT RULES*

Directions:

Place a 0 next to any decision about group rules. Place an X next to decisions that are not made for a group. Remember, political decisions are collectively binding decisions about the management of groups.

____ The family decides there will be no arguing at the dinner table.

____ Joe decides to wear a blue shirt.

____ The Mickey Mouse Club decides to put on a block carnival.

____ The City Health Department decides to close beaches because of pollution.

____ Mr. and Mrs. Smith decide to stay home.

____ The Governor of Ohio decides to sign a bill into law.

____ A teacher decides anyone who misbehaves will stay after school.

____ Helen decides to practice the piano for an hour.

____ The Governor of Ohio decides to speak on TV.

____ The boys decide a player is out if tagged off base.

____ The school children decide to contribute to the Red Cross.

____ A parent decides that no TV will be watched after supper.

* Reprinted from Making Political Decisions, The Ohio Department of Education, Columbus, Ohio.

NOMINATIONS

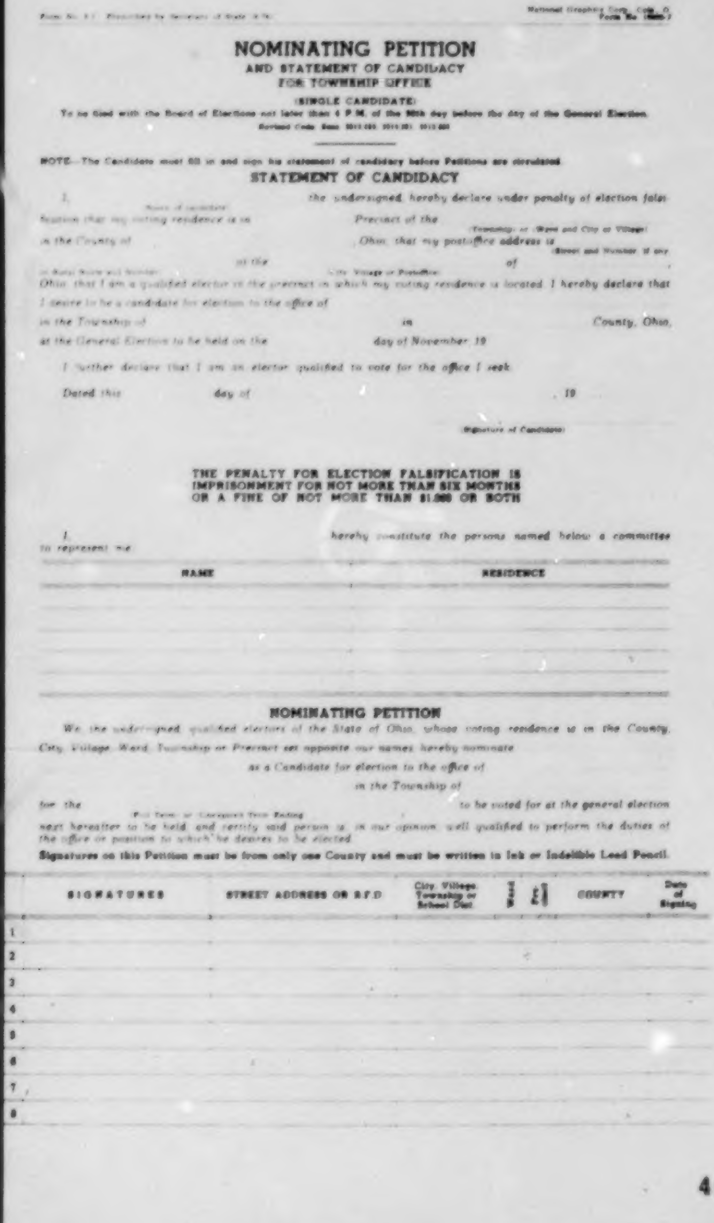
There are many ways to select which candidates will be on the ballot. The simplest is for the teacher to decide. A process that enables the students to be part of the decision-making need not be complex. Let students raise their hands and state their suggestions for nominees, or let them write the names of their nominees on slips of paper.

Most candidates in Ohio get their names on the ballot by filing nominating petitions either with their county board of elections or with the Ohio Secretary of State (for statewide offices). Below is an example of the kind of form used in Ohio. These petition forms are intended to make sure that the law is followed exactly. The forms are complex and candidates often make errors on them, sometimes losing their place on the ballot. On the following pages are two simplified versions of nominating petitions forms.

BEST COPY AVAILABLE

NOMINATING PETITION
(Originals 8 1/2" x 14")

FRONT



NOMINATING PETITION
AND STATEMENT OF CANDIDACY
FOR TOWNSHIP OFFICE
(SINGLE CANDIDATE)

To be filed with the Board of Elections not later than 4 P.M. of the 90th day before the day of the General Election.

NOTE—The Candidate must fill in and sign his statement of candidacy before Petitions are circulated.

STATEMENT OF CANDIDACY

I, ______ the undersigned, hereby declare under penalty of election falsification that my voting residence is in ______ Precinct of the ______ (Township or Ward and City or Village) in the County of ______, Ohio, that my postoffice address is ______ (Street and Number, if any, or Rural Route and Number) in the ______ (City, Village or Postoffice) of ______, Ohio, that I am a qualified elector in the precinct in which my voting residence is located. I hereby declare that I desire to be a candidate for election to the office of ______ in the Township of ______ in ______ County, Ohio, at the General Election to be held on the ______ day of November, 19__.

I further declare that I am an elector qualified to vote for the office I seek.

Dated this ______ day of ______, 19__

(Signature of Candidate)

THE PENALTY FOR ELECTION FALSIFICATION IS IMPRISONMENT FOR NOT MORE THAN SIX MONTHS OR A FINE OF NOT MORE THAN $1,000 OR BOTH

I, ______ hereby constitute the persons named below a committee to represent me:

NAME	RESIDENCE

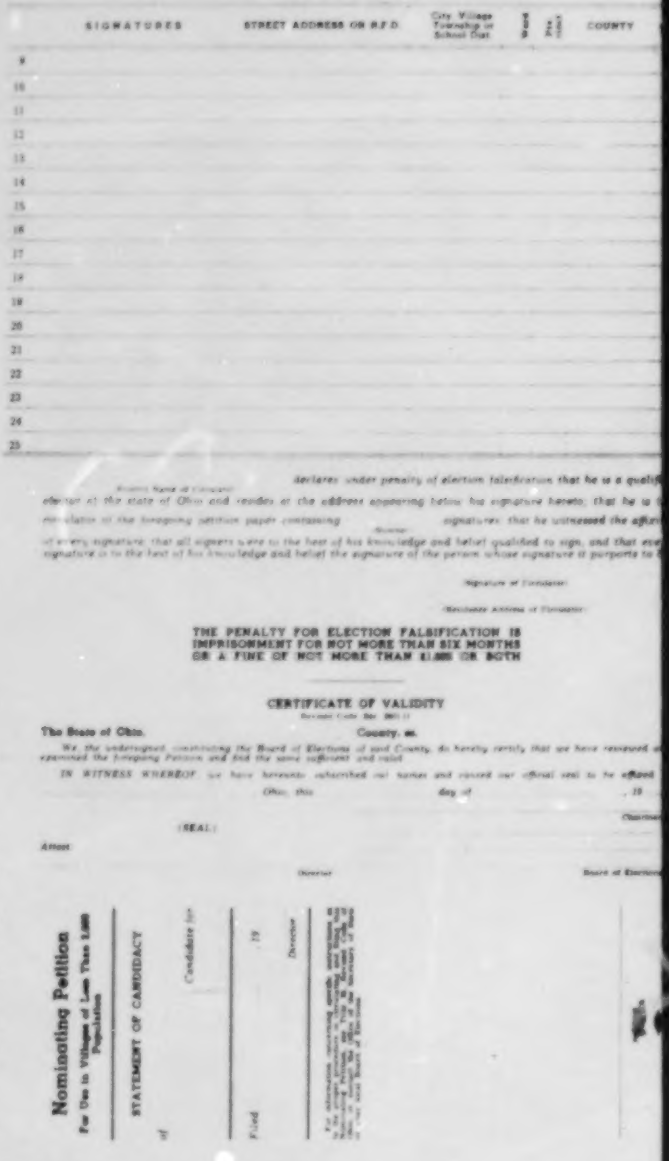
NOMINATING PETITION

We, the undersigned, qualified electors of the State of Ohio, whose voting residence is in the County, City, Village, Ward, Township or Precinct set opposite our names, hereby nominate ______ as a Candidate for election to the office of ______ in the Township of ______ for the ______ (Full Term or Unexpired Term Ending) to be voted for at the general election next hereafter to be held, and certify said person is, in our opinion, well qualified to perform the duties of the office or position to which he desires to be elected.

Signatures on this Petition must be from only one County and must be written in Ink or Indelible Lead Pencil.

	SIGNATURES	STREET ADDRESS OR R.F.D.	City, Village, Township or School Dist.	Ward	Precinct	COUNTY	Date of Signing
1							
2							
3							
4							
5							
6							
7							
8							

BACK



	SIGNATURES	STREET ADDRESS OR R.F.D.	City, Village, Township or School Dist.	Ward	Precinct	COUNTY
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

______ (Printed Name of Circulator) declares under penalty of election falsification that he is a qualif[illegible] elector of the state of Ohio and resides at the address appearing below his signature hereto; that he is t[illegible] circulator of the foregoing petition paper containing ______ (Number) signatures; that he witnessed the affix[illegible] of every signature; that all signers were to the best of his knowledge and belief qualified to sign, and that eve[illegible] signature is to the best of his knowledge and belief the signature of the person whose signature it purports to [illegible]

(Signature of Circulator)

(Residence Address of Circulator)

THE PENALTY FOR ELECTION FALSIFICATION IS IMPRISONMENT FOR NOT MORE THAN SIX MONTHS OR A FINE OF NOT MORE THAN $1,000 OR BOTH

CERTIFICATE OF VALIDITY

The State of Ohio, ______ County, ss.

We, the undersigned, constituting the Board of Elections of said County, do hereby certify that we have reviewed a[illegible] examined the foregoing Petition and find the same sufficient and valid.

IN WITNESS WHEREOF, we have hereunto subscribed our names and caused our official seal to be affixed [illegible] ______, Ohio, this ______ day of ______, 19__

(SEAL)

Chairman

Attest:

Director

Board of Elections

Nominating Petition

For Use in Villages of Less Than 2,000 Population

STATEMENT OF CANDIDACY

of

Candidate for

Filed ______ 19__

Director

NOMINATING PETITION

We nominate ______________________________

Signed by:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Circulated by

____

NOMINATING PETITION

And Statement Of Candidacy

(To be filed with ______________________________
(Name of Teacher)

not later than _____ a.m. p.m. on ____________________.
(time) (date)

We, the undersigned, qualified electors of ________________
(Name of School)

__________, whose voting residence is in the class set opposite our names, hereby nominate ____________________ (Name of Candidate) as a Candidate for election as ______________________ (Name of position or office to be filled) and certify said candidate is, in our opinion, well qualified for that position.

SIGNATURES	SCHOOL ADDRESS	Date of Signing
1.		
2.		
3.		
4.		
5.		

____
(Signature of Circulator)

____
(School address: class number or teacher's name)

WHAT IT TAKES TO BE A LEADER*

Whether you're president of a class or of a country, you need some special qualities to be a good leader.

Abraham Lincoln wasn't born famous. He grew up on a backwoods farm in Indiana. And he spent most of his life working on the farm - chopping wood, plowing fields, and husking corn.

But Abe had some special qualities that made him popular among the settlers of the Indiana frontier. He was known for his honesty. People believed what he had to say. And he wasn't afraid of hard work.

What's more, Abe Lincoln liked talking to people. Even as a young boy, he was a good storyteller. Friends and neighbors often gathered around him to hear his latest tale.

While he was growing up, Lincoln's special qualities won him a lot of friends. And as an adult, when he tried running for public office, the same qualities helped win him votes. Eventually, these qualities led him to the White House.

The world has changed a lot since Abraham Lincoln's time. But voters still look for special qualities in the leaders they choose. Which qualities do you think help make a person a good leader?

Suppose your class were electing a president. What would you look for in a candidate? Read the list below. Write I next to important qualities for a leader. Write U next to unimportant qualities. Discuss your reasons.

___ Honesty

___ Good Looks

___ Athletic Ability

___ Willingness to work hard

___ Humor

___ Friendliness

___ Wealth

---

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QUIZ

1. In this story, the word popular means: (a) well known and well liked; (b) a type of tree; (c) rich.

2. This story is mostly about: (a) Abe Lincoln in Washington, DC; (b) how to run a political campaign; (c) Abe Lincoln's special qualities.

3. When Lincoln was a boy, he: (a) was very shy; (b) tried to avoid hard work; (c) enjoyed telling stories.

4. You can guess that people listened to Lincoln because he was: (a) loud; (b) interesting; (c) very handsome.

CAMPAIGNING

CAMPAIGN JOBS

There are many different ways that students can participate in an election and related activities. Here are some suggestions. Duties of each can be defined by the teacher of the class. It is important that every student have a job.

Candidate
Campaign manager (for a candidate)
Campaign coordinator (for an issue)
Art director
Media consultant
Press secretary
Advance person
Assistant (to any of the above)
Host for guest speaker
Moderator (for meeting or debate)
Member of board of elections
Poll worker
Reporter
Newspaper editor
Pollster

ELECTION CAMPAIGN

THINGS TO REMEMBER:

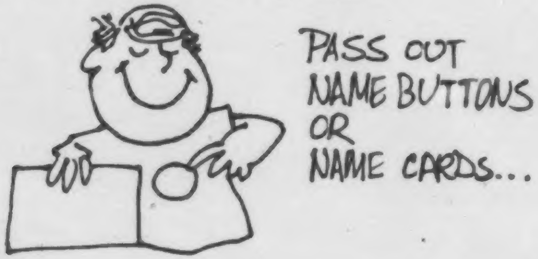
1. Always be a smiling candidate.

2. Always be considerate and sincere.

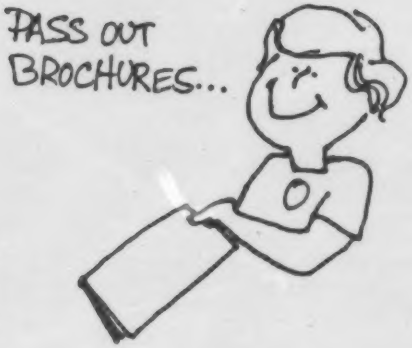
3. Meet your voters and make sure they know your name.

   A. Shake their hands and introduce yourself.

   B.


PASS OUT
NAME BUTTONS
OR
NAME CARDS...

   C.

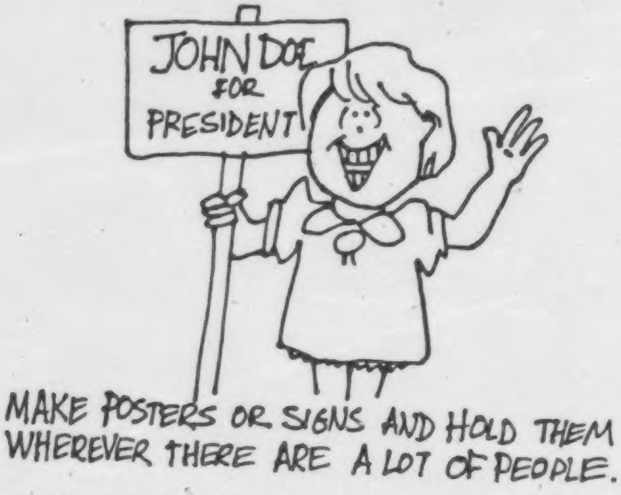

PASS OUT
BROCHURES...

   D. Talk to them about what you plan to do.

   "I am interested in having a....in this school and I will try my hardest to see that it is done."

From School Elections Handbook, prepared by Office of the Lieutenant Governor, Voter Education Section, State Capitol, Honolulu, HI 96813, 1979, pp. 22-26.

   E.


JOHN DOE
FOR
PRESIDENT
MAKE POSTERS OR SIGNS AND HOLD THEM
WHEREVER THERE ARE A LOT OF PEOPLE.

   F. Take your sign or poster out to recess and make a speech in front of some people.

      1. Get their attention with a bell or music or noisemaker.

      2. Stand on a box or chair which will not tip.

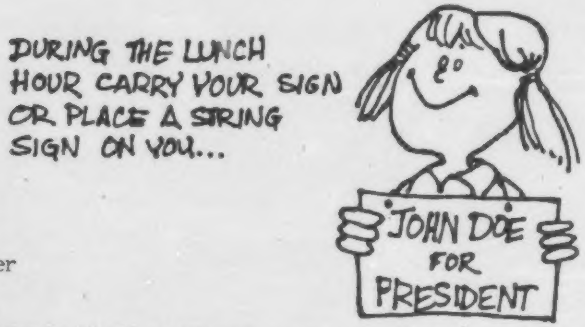
      3. Give a prepared speech to the group of students standing there.

      4. Get your campaign chairman and some supporters to stand in front of you so you will have some audience.

      5. Have your supporters pass out buttons or cards to those who are standing there.

   G. Place your poster in the lunchroom and library. Ask the adult in charge if you may put it up. Bring your own thumb tacks.

   H.


DURING THE LUNCH
HOUR CARRY YOUR SIGN
OR PLACE A STRING
SIGN ON YOU...
JOHN DOE
FOR
PRESIDENT

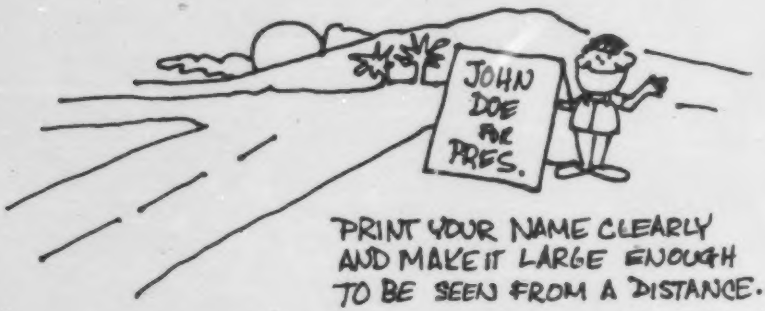
4. Do not be afraid to ask your teacher for advice or help if you are not sure of what to do.

TIPS FOR MAKING... SPEECHES

1. BE SURE TO MENTION YOUR NAME, OFFICE, GRADE AND ROOM NUMBER.
2. SAY WHY YOU WANT TO BE AN OFFICER.
3. SAY WHY YOU ARE QUALIFIED FOR THE OFFICE.
4. SAY SOMETHING "CATCHY" SO THEY WILL REMEMBER YOUR NAME.
5. LIMIT YOUR SPEECH TO TWO MINUTES OR LESS. MAKE SURE IT IS SHORT AND CONCISE.
6. BE SURE TO MEMORIZE YOUR SPEECH.
7. PRACTICE YOUR SPEECH IN FRONT OF A GROUP OF PEOPLE. ASK YOUR TEACHER IF YOU MAY PRACTICE IT IN FRONT OF YOUR CLASS.

Campaign Tips
August Ahrens Elementary

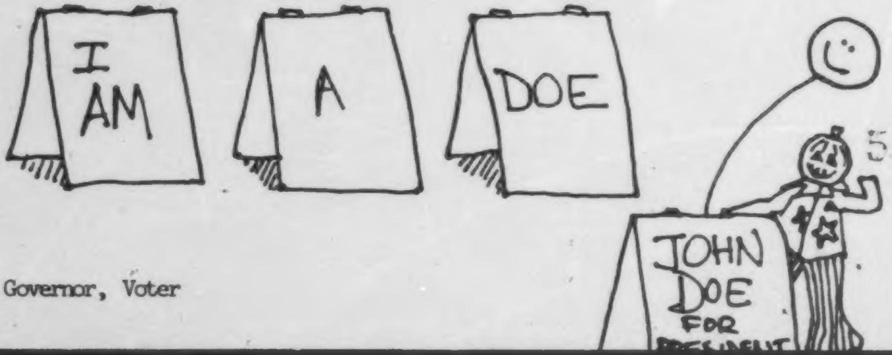
TIPS FOR MAKING... POSTERS



PRINT YOUR NAME CLEARLY
AND MAKE IT LARGE ENOUGH
TO BE SEEN FROM A DISTANCE...

MAKE IT ATTRACTIVE. USE "CATCHY" COLORS.

BE CREATIVE:



From School Elections Handbook, prepared by Office of the Lieutenant Governor, Voter Education Section, State Capitol, Honolulu, HI 96813, 1979, pp. 22-26.

CAMPAIGN MATERIALS *

Posters.

Effective posters are usually simple and striking, not cluttered with a lot of words and details. Before making oversize posters on posterboard, have students design smaller drafts on scratch paper.

Buttons.

Students can make their own campaign buttons by drawing them on cardboard, then cutting them out and using loops of masking tape to attach them to their shirts. Students could also make badges or paper ribbons with slogans reminding others to register or vote.

On the following page are some buttons developed by different states.* These can be photocopied, colored, and glued to cardboard. Or use the blank to design original ones.

Slogans.

Students can develop their own campaign slogans. Below are some ideas for get-out-the-vote slogans to get you started.

I Voted! Did you?

Watch out — I Vote!

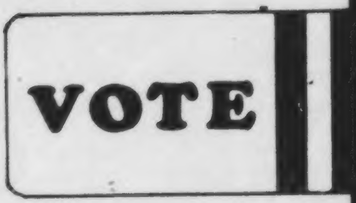
Rock the Boat — Vote!

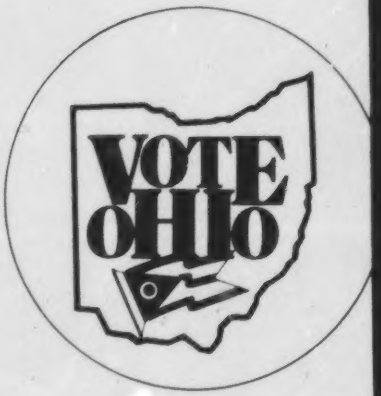
Your Vote is Your Voice

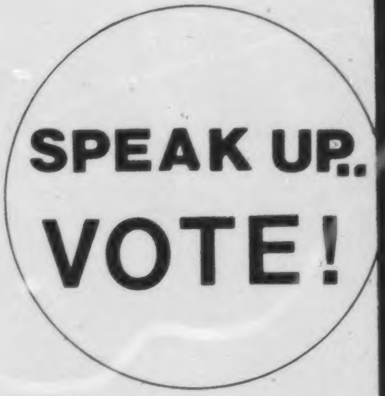
If you Don't Vote, Don't Squawk

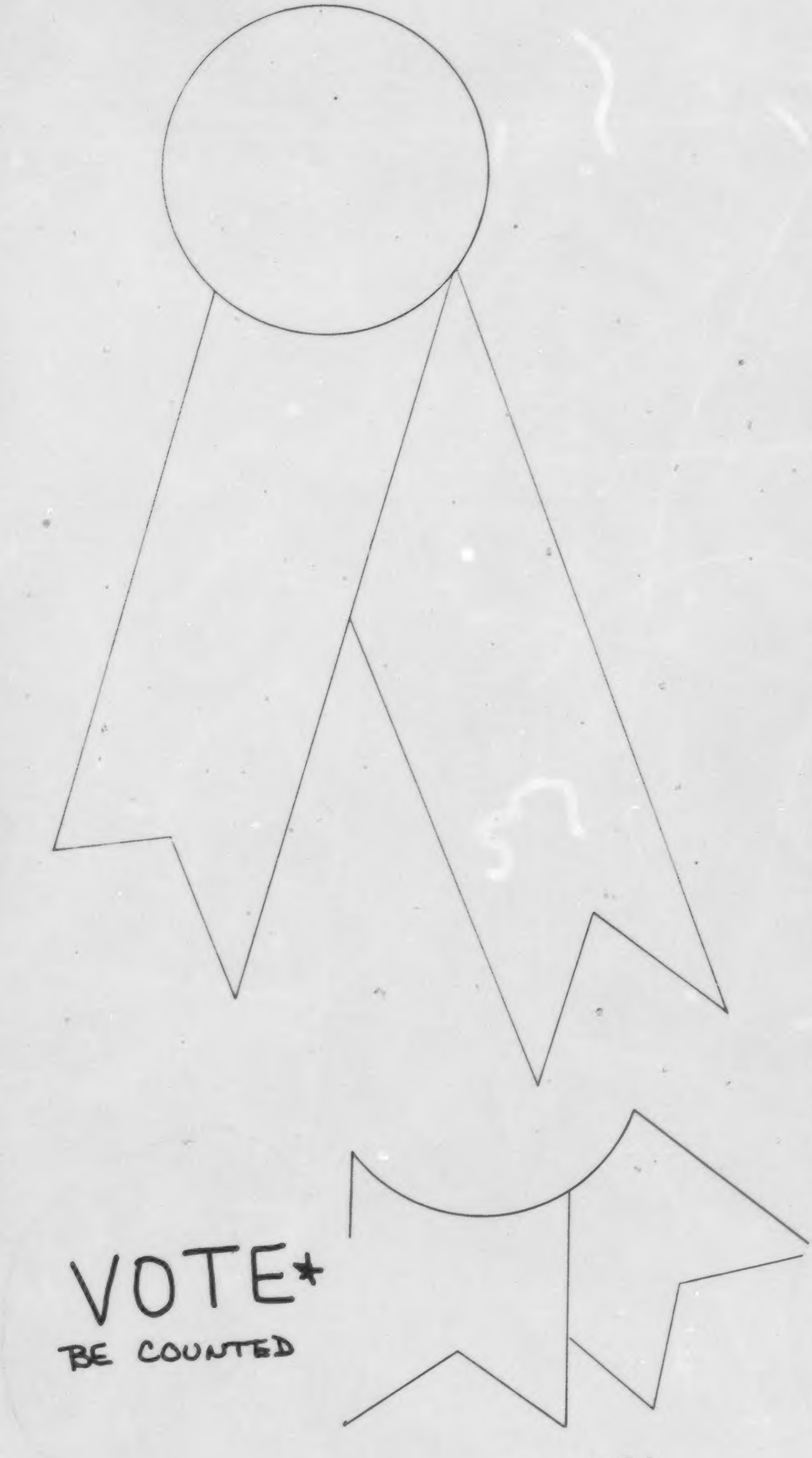
---

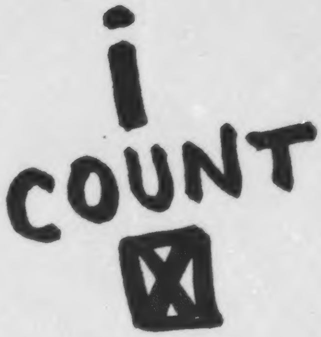
* Including Ohio, Massachusetts, New Jersey, and Kansas City, Missouri.


VOTE


VOTE
OHIO


SPEAK UP..
VOTE!

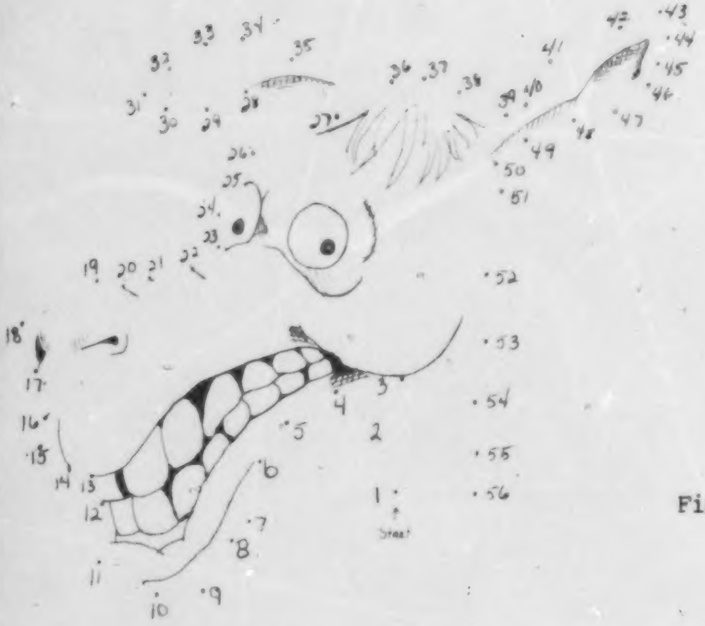

VOTE*
BE COUNTED


i
COUNT

POLITICAL PARTY SYMBOLS*

A political party is made up of people who agree on the way the government should get things done. There are many political parties. In the United States there are two major political parties, the Democratic Party and the Republican Party.

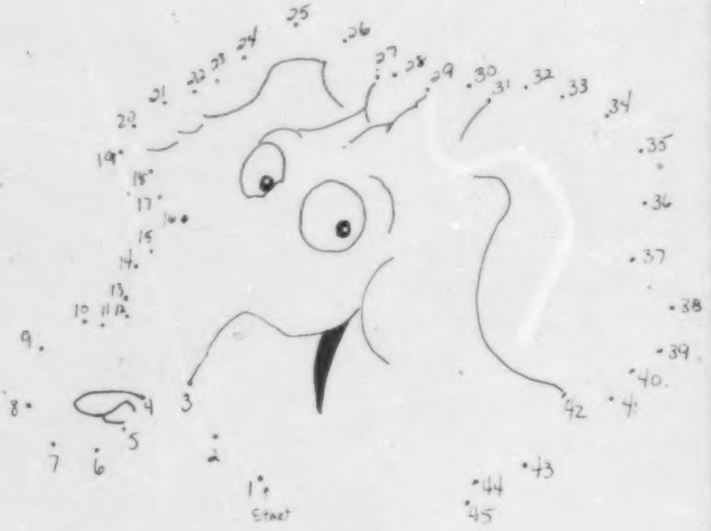
Find the Democratic Party symbol.



What is the symbol?

Answer _________.

Find the Republican Party symbol.



What is the symbol?

Answer _______________.

---

* Adapted from Games Even Democrats Can't Lose and Games Even Republicans Can't Lose, American Publishing Corp., 125 Walnut St., Watertown, Mass. 02172, 1980.

BULETIN BOARD

Help the supporters of each candidate arrange an attractive bulletin board display about their candidate.

The bulletin board can also be used for displays about the proper way to fill out a registration form or nominating petition or to mark a ballot.

Encourage students to bring samples of campaign materials to class. Display them on the bulletin board. Use it as a way to spark discussion about what candidates do, what the duties of the offices are, what are important qualities in an officeholder.

After the election, the students can prepare a bulletin board display about the winning candidate or their election process or both.

LETTER WRITING

Help students draft a letter to candidates' campaign headquarters. If it is not possible for students to visit the headquarters to collect information, they can request materials by mail. Only one letter per group should be sent to avoid duplicating the request. A similar letter could also be sent to party headquarters for a similar purpose.

Sample Letter

Mr./Ms. _______, we are students in ____ grade class at ________ elementary school.

Our class is studying the election for _____ as we learn about voting. We want to make a display of campaign materials for our class. Please send us information about ______ and samples of his/her campaign materials.

After we learn about the candidates we will have an election for ______ in our class.

Thank you very much.

DEBATE

Students have been collecting and organizing information on their candidates. They should have their displays set up, adding or deleting materials as more information becomes available.

Have each campaign meet to compile facts about its candidate. Each campaign should prepare a brief presentation about its candidate. Two people from each campaign should serve as spokespersons. Students not involved in presenting the facts should be prepared to ask questions. These questions can come from reading information from each other's display.

When the research and date gathering are complete and the campaign displays and materials are ready, the students can present both sides of the issue to others in a debate. Another class should be contacted to serve as the audience for the debate.

Have the members of the audience prepare one question apiece beforehand. After the debate is concluded have them write the weakest and strongest argument that each side presented (this requires listening and note-taking and evaluating).

Explain the importance of bringing the facts to the audience. Each side should choose several spokespersons to represent its views. Points of interest should be prepared. All students can assist in preparing information for the debate; the spokespersons should arrange their points in a logical order.

One student should serve as moderator of the debate. Decide the rules ahead of time. The agenda could be:

5 minutes for each side to give opening statements

2 minute answers from each side

2 minute rebuttals

10 minutes of alternating questions

10 minutes for questions from the audience

3 minutes for each side to give closing statements

1. Have students meet, not only to prepare their platform, but also to prepare questions they wish to pose to their opponent.

2. Arrange the classroom for the debate. Spokespersons should sit at desks or at long tables at the front of the room, with the moderator in the middle. Invite the class that will serve as the audience to your room since campaign materials are already on display there. Students from both classes should listen as both sides present their arguments, making notes for questions to be asked. Questions should then be taken by moderator and directed toward the appropriate spokespersons.

3. Have the audience vote, by a show of hands, for which side they think presented the more convincing case.

DRAMA

Encourage students to write a short play about voting. It could be about different methods of voting throughout history, about an election that was decided by one vote, or some other topic that emphasizes the importance of voting. (Hint: check the library for books about elections.)

The students could either play the parts themselves or could make simple puppets. Have them present the play to their class or a different class. If it is particularly well done, arrange for them to perform for a group such as the PTA or a nearby Senior Citizen center.

Example: Make stick puppets by drawing and coloring characters on paper, then cutting them out and pasting them to tongue depressors. Or cut figures from newspapers or magazines and mount them to illustrate the following true story.

> The history of our country might have been quite different if a grain miller from DeKalb County, Indiana, hadn't been persuaded by his neighbor to vote in 1844. The candidate he voted for was elected to the Indiana legislature by one vote. At that time, U.S. Senators were still elected by state legislatures. When the Indiana legislature convened to select the U.S. Senator, the man from DeKalb County cast the deciding vote that sent Edward Allen Hennegan to the U.S. Senate.
>
> Senator Hennegan eventually became President Pro Tem of the Senate. When the question of statehood for Texas came up, there was a tie vote, and Senator Hennegan broke the tie in favor of admitting Texas to the Union.
>
> Texas became a state because a grain miller in DeKalb County, Indiana, went ten minutes out of his way to cast his one vote.

DISPLAY WINDOW

Enlist the cooperation of a local merchant who has a display window. Get permission for the students to help decorate the window with a "get-out-the-vote" theme. For example, a store in one Ohio community* dressed mannekins in jogging outfits and used the theme, "Exercise your right to vote".

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* Lake County

FIELD TRIPS

If the class election coincides with either a primary or general election, obtain permission for children to visit a polling place. Point out American flags at polling places - a symbol of the U.S.A. and a symbol that a polling place is there. Arrange for children to look at a voting machine or sample ballot. If possible, get a precinct worker to demonstrate voting procedure to the class on an instructional machine or sample punch card. Take the students on a walk, having them observe any campaign materials on display. Have them look for posters, leaflets, bumper stickers, yard signs.

Older children would enjoy visiting a campaign headquarters or attending a political rally or candidates' night. Have the students prepare questions ahead of time about specific campaign jobs; they can compare those duties to their own in their election.

Other possibilities for field trips include a polling place (Hint: special elections are less crowded than general or even primary elections.), the local board of elections, any place where students can use a voting device such as a museum or fair. You might also suggest students ask if they can accompany adult family members when they vote, so they can at least see a polling place.

CLASS NEWSPAPER

Write a class newspaper. One issue can carry all the campaign information gathered about the class candidates. A second can review the campaign activities and announce the election results.

PRESS RELEASE

Help the class write a press release or newspaper story for the local newspaper. It could contain the name of the school, the grade, tHe teacher's name, an explanation of the class election, including the activities involving the campaign, and the date of the class election. Send the story to the local newspaper.

CONDUCTING A SURVEY (POLLING)

Public opinion polls are an important tool in election campaigns. Students can gain understanding of the mechanics and uses of such surveys by doing one.

Explain the importance of discovering the opinion of the voters when involved in a campaign. It is important to understand the opinions of the people in order to determine one's base of support. Decisions such as how much literature to print, where to distribute literature, where to place yard signs and posters, and how often to air radio and television ads are made based on voter interest and support.

One way to get an idea of the voters' opinion is to conduct a survey or poll.

1. Have students prepare and conduct a survey. Students should agree on five statements dealing with the issue. Each of these five statements should then be followed by:

AGREE_____ DISAGREE_____

Once the survey questions are chosen, students will want to have some way to indentify the type of person responding to the survey. Emphasize that a person does not have to give his name to fill out a survey sheet. Following is a sample survey.

Make enough copies of the survey so that each student receives the same number of copies. Students administer the survey, asking the respondents to either agree or disagree with each statement. Students may survey adults or other students; however, no individual should be surveyed more than once.

Coding the Survey Results:* A respondent who agrees with statements 2 and 4 and who disagrees with statements 1, 3, and 5 opposes candy in school. A respondent who agrees with statements 1, 3, and 5 and who disagrees with statements 2 and 4 approves candy in school.

2. Have the students tally and process the results. Several breakdowns are possible.

A. How did all students respond?

B. How did female students respond?

C. How did male students respond?

D. How did all adults respond?

E. How did female adults respond?

F. How did male adults respond?

G. How did all those surveyed respond?

This can be incorporated into a math lesson on percentages.

3. The results of the survey could be publicized via a class or school newspaper, or a press release to the local newspaper.

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* To avoid having anyone fill out the survey 50% for the issue and 50% against the issue, have an odd number of questions. A respondent is coded as either for or against the issue based upon the majority of the answers on his survey sheet.

67

SAMPLE SURVEY

Issue: SHOULD CANDY BE SOLD IN VENDING MACHINES IN THE SCHOOL?

Thank you for agreeing to answer this survey. I am in Mrs. Smith's fifth grade class at Good Elementary School. As part of our study of elections, we are running a classroom campaign on the issue of candy sales in school. We are interested in other people's opinions on this issue.

Part I - Personal Information

Instructions:
Place a check mark next to the correct answer in each column.

I am a(n):

(1) Student ____
(2) Adult ____
(3) Female ____
(4) Male ____

Part II - Survey

Instruction:
Check the word "agree" or the word "disagree" after each statement. Choose the one that best represents your feelings about the statement.

1. Students should be free to buy whatever they want.

agree ____ disagree ____

2. The school has the responsibility to encourage good nutrition.

agree ____ disagree ____

3. Students will learn self-discipline better if given responsibility to decide whether or not to buy candy.

agree ____ disagree ____

4. Schools should not put temptation before students.

agree ____ disagree ____

5. Candy is so widely available that having it at school won't hurt.

agree ____ disagree ____

ELECTION NIGHT CAKE

Election night cake is one of the first foods to be associated with American politics. The tradition started in Connecticut, where it is said to have been served on the state's election day. Women made the cake and carried it to political rallies. More like a sweet bread, it is made with yeast and is not as sweet as modern cakes. In the tradition of colonial baking, the moisture is distributed through pecans, citron, and raisins.

RECIPE

- 1 1/2 cups warm water
- 2 packages dry yeast
- 4 1/4 cups unsifted flour
- 3/4 cup margarine
- 1 cup sugar
- 2 eggs
- 1 1/2 teaspoons cinnamon
- 1 teaspoon salt
- 1/2 teaspoon nutmeg
- 1/4 teaspoon ground cloves
- 1/4 teaspoon mace
- 1 1/2 cups raisins
- 3/4 cup chopped pecans
- 1/4 cup chopped citron

Measure warm water into large, warm mixing bowl. Spri.kle in yeast and stir until dissolved. Stir in 1 1/2 cups flour and beat until smooth. Cover and let rise in a warm place, free from draft, until light and spongy, about one-half hour.

Cream margarine. Add sugar gradually and cream well after each addition. Add eggs to creamed margarine and beat well. Add margarine mixture to yeast sponge and mix well. Add rest of flour and spices and beat until smooth.

Stir in raisins, chopped pecans, and citron.

Turn into a well-greased 10-inch tube pan. Cover and let rise in warm place until doubled in bulk, about 1 1/2 hours.

Bake about 50 minutes in 375-degree over until done. When cool, sprinkle with powdered sugar or frost with a buttercream frosting.

Source: The Blade, Toledo, Ohio, Wednesday, October 29, 1980, p. 31.
By Mary Alice Powell, Blade Food Editor.

B. ELECTION DAY ACTIVITIES AND MATERIALS

On the following pages are examples, illustrations, and activities related to elections.

REGISTRATION AND VOTING QUALIFICATIONS*

Teacher Background

In Ohio every person who is a citizen of the United States, a resident of Ohio and of their precinct for 30 days, at least 18 years old and registered, may vote. A person must be registered in order to vote in an election in Ohio. Registration is one method of ensuring that only qualified persons are permitted to vote.

Through the years voter qualifications have varied. In most American colonies only male landowners were permitted to vote. As states were established, each state set the qualifications of the voters in that state. Needless to say, voter qualifications varied from state to state. Women, black citizens, non-landowners, children, and illiterates were usually prohibited from voting. It was not until the passage of the 14th and 15th Amendments to the Constitution that black men were given the right to vote. Women had to wait until 1920 with the passage of the 19th Amendment to be granted this right. The 26th Amendment, passed in 1971, lowered the voting age from 21 years to 18 years. Each of these changes came after years of struggle and were fought for by people who cherished the right to vote.

Ohio law requires that all voters be registered at least 30 days before an election. If a voter votes in at least one election every four years, that registration is permanent. However, if the voter moves—even next door or across the street—the voter must notify the county board of elections of his on her new address. Anyone moving to a diffErent county must register in that county.

Although registration and change of address can all be done by mail or at many branch registration places in Ohio, there are almost two million people in Ohio who meet all the qualifications of voters except they are not registered.

The registration activities in these lessons are included to make students aware of the necessity of registering if one wants to vote and to illustrate how simple it is to register to vote.

The law requires that a voter must be a United States citizen, at least 18 years old (but you may register while 17 if you will be 18 by election day), and a resident of Ohio and of the county where he or she is registering to vote.

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* Adapted from Speak Out!, Illinois State Board of Elections, 1020 South Spring St., Springfield, IL 62704, 1980, pp. 1-2.

On the following pages are some suggested voter registration forms and a copy of an actual Ohio form. Since each county in Ohio determines the format for the registration forms for that county, you might want to obtain a copy of the form from your county board of elections and design your own class voter registration form.

Student Overview

WHO AND WHERE

It is important to vote in an election. There are some rules that people must follow so that they can vote on election day.

Rule 1

You must be an American citizen

Rule 2

You must be 18 years old or older

Rule 3

You must register to vote

When you register to vote, you let people know where you live. You can register at the Board of Elections. When the Board of Elections has your name and address, it helps them do their work.

Most cities are divided into sections called wards. Each ward has a number. Each ward is divided into smaller sections called precincts. Each precinct has a letter. Outside of cities, voters are divided into villages or townships. This helps people know where to vote and makes it easy for people to vote near their homes.

The board of elections tells registered voters where they vote. Many voting places are in churches or schools.

Do you know where adults who live in your house vote? When will you be 18? Will you register and vote?

Example of a suggested simplified registration form. You may copy this form or devise your own.

VOTER REGISTRATION FORM

(Please Print)

Last Name First Name Middle Name

Address (Street or Class)

City or School

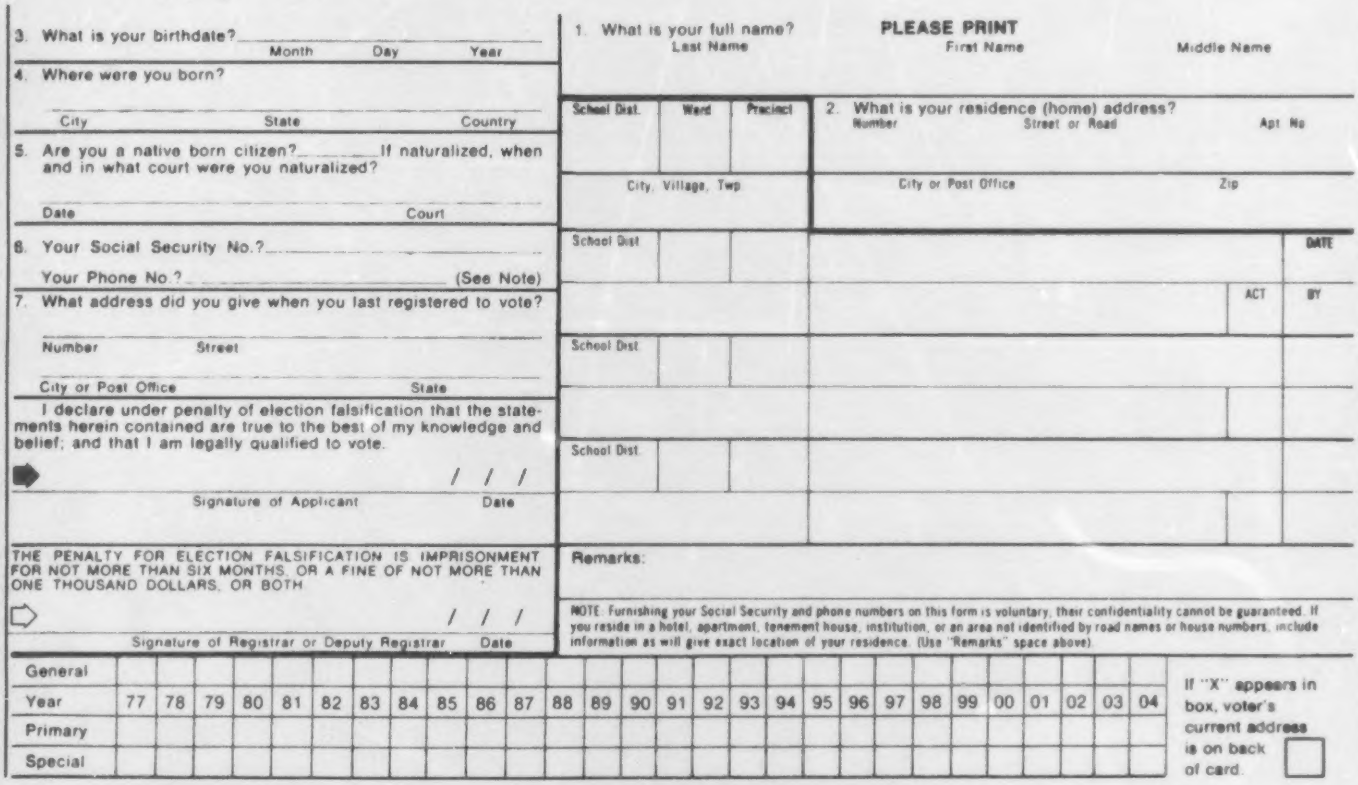
What is your Birthdate? Month Day Year

I declare under penalty of election falsification that the statements herein contained are true to the best of my knowledge and belief; and that I am qualified to vote.

/ /

Signature of Applicant Date

Example of an actual registration form used in one Ohio county. Ask your county board of elections for a copy of the form used in your county.



3. What is your birthdate? Month Day Year

4. Where were you born?
City State Country

5. Are you a native born citizen? If naturalized, when and in what court were you naturalized?
Date Court

6. Your Social Security No.?
Your Phone No.? (See Note)

7. What address did you give when you last registered to vote?
Number Street
City or Post Office State

I declare under penalty of election falsification that the statements herein contained are true to the best of my knowledge and belief; and that I am legally qualified to vote.

/ / /
Signature of Applicant Date

THE PENALTY FOR ELECTION FALSIFICATION IS IMPRISONMENT FOR NOT MORE THAN SIX MONTHS, OR A FINE OF NOT MORE THAN ONE THOUSAND DOLLARS, OR BOTH

/ / /
Signature of Registrar or Deputy Registrar Date

1. What is your full name? **PLEASE PRINT**
Last Name First Name Middle Name

School Dist.	Ward	Precinct

2. What is your residence (home) address?
Number Street or Road Apt No
City, Village, Twp
City or Post Office Zip

School Dist					DATE
				ACT	BY
School Dist					
School Dist					

Remarks:

NOTE: Furnishing your Social Security and phone numbers on this form is voluntary, their confidentiality cannot be guaranteed. If you reside in a hotel, apartment, tenement house, institution, or an area not identified by road names or house numbers, include information as will give exact location of your residence. (Use "Remarks" space above).

General																												
Year	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04
Primary																												
Special																												

If "X" appears in box, voter's current address is on back of card. ☐

REGISTRATION

PRINT YOUR NAME

VOTER REGISTRATION

PRINT YOUR NAME

____

PRINT YOUR CLASS

____

____

SIGN YOUR NAME

73

VOTING SYSTEMS*

Teacher's Background

The first three words of the Preamble to the Constitution of the United States, "We, the people . . . .," is evidence that the power to govern in the United States lies with "the people." This power to govern is exercised, either directly or indirectly, through our right to vote. Voting is our way of making decisions, of speaking out to express our opinion on issues, and of expressing satisfaction or dissatisfaction with public officials.

The methods used to vote are many. The oldest and most common form of voting is the "voice vote." This method was used in the early American colonies in the 1700's and is used today by civic organizations, clubs, and in classrooms. In this method, the voter simply responds aloud with an appropriate "aye" or "nay," "yes" or "no" to the issue to be voted upon. This method has one important drawback - it does not provide for secrecy. Voting in secret is necessary to protect the voter from undue influence, persuasion, coercion, and bribery when voting. It protects the voter's right to express his or her own opinion.

Another old popular method of voting requires that each voter be given two balls, one black and the other white. The black ball signifies a "no" vote and the white ball signifies a "yes" vote. The voter simply drops the appropriate ball into a container to vote. This method is the origin of the expression "to blackball" meaning "to vote against." While providing for secrecy, this method of voting allows for only "yes" or "no" votes and can be quite cumbersome if there are a number of issues to be voted upon.

The method of voting used in Ohio today is derived from the Australian Ballot System. To vote under this system, the voter marks a uniform ballot while alone in a screened booth. If paper ballots are being used, the following steps are required:

1. that the ballots be uniform in paper qualitiy, size, color, and inking to ensure that one person's ballot cannot be singled out to determine how he or she voted;
2. that the ballots be printed at public expense and not by private individuals;
3. that the names of all candidates for the same office be on the same ballot to ensure that everyone is selecting from the same list of candidates;
4. that the ballots not be distrubuted until election day, and then only distributed in the polling place by the judges of election;

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* Adapted from Speak Out!, Illinois State Board of Elections, p. v.

5. that there be absolute secrery in voting; and

6. that only official ballots be counted.

Besides voting on paper ballots, people in Ohio vote on lever-type machines and punch-card voting devices. Regardless of the device used, the secrecy of the vote must be ensured. Suitable paper ballots have been provided for use in this election-education program. A vote is cast on paper ballot by marking a cross (X) in the square beside the name of the individual candidate.

SYSTEMS OF VOTING*

Student Overview

The ancient Greeks voted by use of white stones for "yes" and black stones for "no" Romans voted on wax tablets using a pointed stick. In Florence and Venice they used to vote with little colored balls called "ballotta," from which comes our word "ballot." The Pilgrims voted by raising their hands; some early settlers used corn and beans to vote "yes" or no." In some of the early colonies, people voted "viva voce" or by voice. People sometimes vote today by saying "aye" or "nay."

Political parties used to print their own ballots in different colors. In the late 1800's we began using the Australian ballot, using white paper. Some cities have voting machines on which the voter pushes down a lever for each vote. Many places in Ohio now vote on punch cards. The votes are counted by a computer. If you are going to be away on election day, you can vote ahead of time by absentee ballot.

New ways of voting are being tried. These include voting by telephone or by television connected to computers. People are constantly trying to invent new methods of voting that are cheap to build and to maintain, that are easy for the voter to use, that provide a fast and accurate vote count, and tHat protect the secrecy and honesty of the vote.

ELECTION DAY PROCEDURES**

In every general election, it is the duty of the poll workers in each polling place to ensure that every person who has the right to vote has an opportunity to vote, that no one is permitted to vote who does not have the right, that voters are able to cast their votes without interference, and that all votes are counted fairly.

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* Based on Election Day by Mary Kay Phelan (See Bibliography).

** Adapted from Speak Out!, Illinois State Board of Elections, p. 7.

Conducting the Election

1. At the given time, a poll worker announces that the polls are now open and shows the class that the ballot box is empty.
2. One by one, each qualified voter requests a ballot from a judge of election. An effort should be made to ensure that only qualified students vote and that they vote only once.
3. The voter marks the ballot in secret in the voting area, folds it, and gives the voted ballot to the poll worker at the ballot box. During the voting process, the class may be engaged in other election-related activities.

Closing the Polling Place

1. After all qualified voters have voted, or at a previously specified time, a poll worker announces that the polls are closed.
2. Two poll workers open the ballot box, unfold the ballots, and read aloud the properly marked ballots.
3. As the ballots are read, two poll workers tally the votes on the chalkboard, with the class looking on.

Alternative Counting Procedure

Once the votes are cast, the poll workers count or tally the votes. As each vote is read aloud, a mark is put on the tally sheet after the candidate's name receiving the vote. Tally marks are grouped in sets of five for each counting. These tally sheets serve as a record of the election and must be certified by each of the poll workers.

OFFICE	CANDIDATE	TALLIES				Total No. of Votes
		5	10	15	20	
CLASS ANIMAL	RACCOON	𝍸	𝍸	/		11
	OPOSSUM	𝍸	𝍸	𝍸	//	17
	FOX	𝍸	𝍸	𝍸	///	18

ELECTION DAY JOBS

When voters in Ohio go to their polling place to vote on election day, they find people ready to help them. These people are the poll workers. One poll worker asks for the voter's name and address. This assures that everyone votes in the right precinct. If a voter does not know how to mark the ballot, the poll workers will show him. The judge cannot tell the voter which candidate to choose.

After the voting is done, the poll workers count the votes. Poll workers work a long day. In Ohio elections, the polls open at 6:30 a.m. and close at 7:30 p.m. The votes cannot be counted until after the polls are closed.

When will the polls be open for our class elections?
What jobs need to be done for our class elections?

OATH FOR POLLING PLACE OFFICIALS

Below is a sample oath of office that can be administered to students working in an election. Prepare your own wording if you prefer.

> I do solemnly swear that I will support the United States of America and the State of Ohio and its laws and that I will do my best when I am a polling place official for the election.

Signature

POLL BOOK

When a voter comes to his or her polling place in Ohio to vote, the voter is asked to sign the poll book. That signature is then compared to the signature on the voter's registration card to be sure it is the same. This helps to assure that the election is fair and honest.

Have a sheet of paper where each student signs at the class polling place before voting. In the lower grades, this could be signed with printed first names only. Middle grades might require full name in cursive. These could have simple heading such as:

POLL BOOK
SIGNATURE
1.
2.

On the following page is a form that is similar to the poll books used in many Ohio counties.

POLL BOOK

Each voter is to sign his or her name as it is signed on the voter registration form, then fill in school address and date. The polling place officials will compare the signature to the one on the registration form and mark on the form that the person has been given a ballot.

SIGNATURE	SCHOOL ADDRESS	DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

____ As Judge of election, I witnessed the affixing of each of the signatures above.

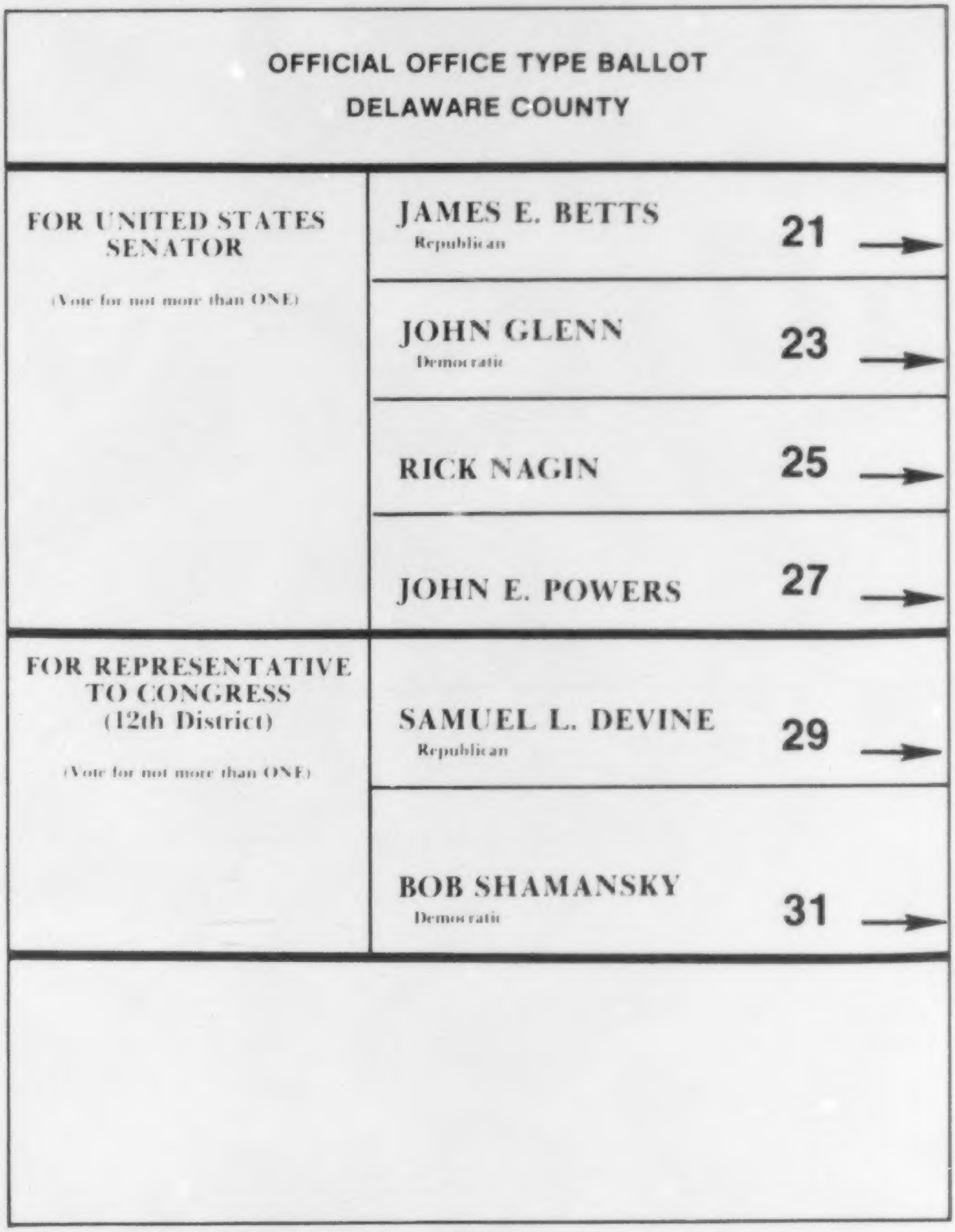
(Signature of Polling Place Official)

Page ____

BALLOTS

Below and on the following page are reduced-size examples of a paper ballot, part of the ballot strips for a lever machine, and a ballot page for a punch card device.

CES Votomatic Ballot Page for Punch Card Device
(Actual size)

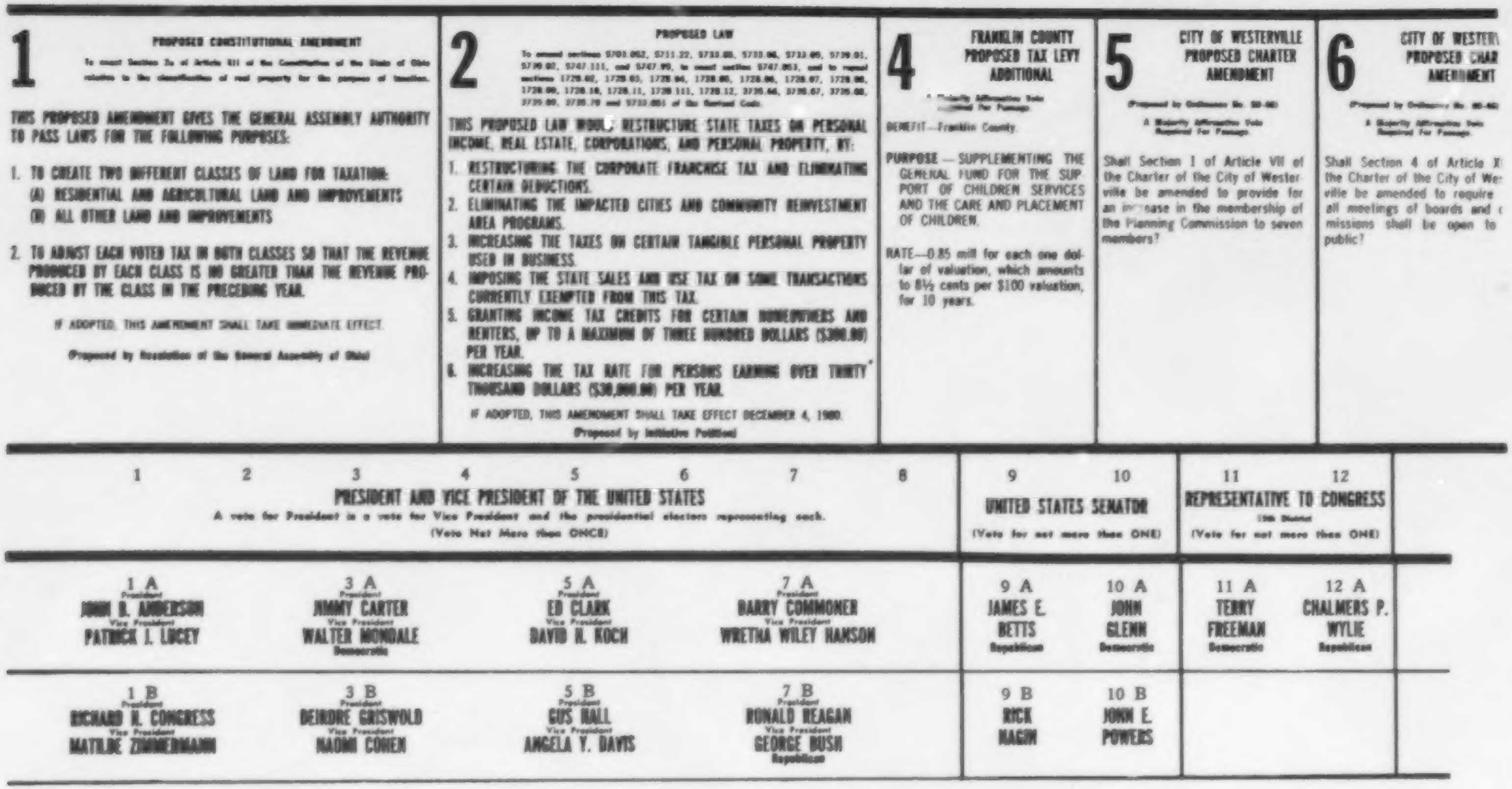


OFFICIAL OFFICE TYPE BALLOT
DELAWARE COUNTY

FOR UNITED STATES SENATOR (Vote for not more than ONE)	**JAMES E. BETTS** Republican	21 →
	JOHN GLENN Democratic	23 →
	RICK NAGIN	25 →
	JOHN E. POWERS	27 →
FOR REPRESENTATIVE TO CONGRESS (12th District) (Vote for not more than ONE)	**SAMUEL L. DEVINE** Republican	29 →
	BOB SHAMANSKY Democratic	31 →

AVM Ballot Strips for Lever Machine
(Original was 50" long)

BEST COPY AVAILABLE



1
PROPOSED CONSTITUTIONAL AMENDMENT
To enact Section 2a of Article XII of the Constitution of the State of Ohio relative to the classification of real property for the purpose of taxation.

THIS PROPOSED AMENDMENT GIVES THE GENERAL ASSEMBLY AUTHORITY TO PASS LAWS FOR THE FOLLOWING PURPOSES:

1. TO CREATE TWO DIFFERENT CLASSES OF LAND FOR TAXATION:
   (A) RESIDENTIAL AND AGRICULTURAL LAND AND IMPROVEMENTS
   (B) ALL OTHER LAND AND IMPROVEMENTS
2. TO ADJUST EACH VOTED TAX IN BOTH CLASSES SO THAT THE REVENUE PRODUCED BY EACH CLASS IS NO GREATER THAN THE REVENUE PRODUCED BY THE CLASS IN THE PRECEDING YEAR.

IF ADOPTED, THIS AMENDMENT SHALL TAKE IMMEDIATE EFFECT.

(Proposed by Resolution of the General Assembly of Ohio)

2
PROPOSED LAW
To amend sections 5701.052, 5711.22, 5733.05, 5733.06, 5733.09, 5739.01, 5739.02, 5747.111, and 5747.99, to enact section 5747.053, and to repeal sections 1728.02, 1728.03, 1728.04, 1728.05, 1728.06, 1728.07, 1728.08, 1728.09, 1728.10, 1728.11, 1728.111, 1728.12, 3735.66, 3735.67, 3735.68, 3735.69, 3735.70 and 5733.051 of the Revised Code.

THIS PROPOSED LAW WOULD RESTRUCTURE STATE TAXES ON PERSONAL INCOME, REAL ESTATE, CORPORATIONS, AND PERSONAL PROPERTY, BY:

1. RESTRUCTURING THE CORPORATE FRANCHISE TAX AND ELIMINATING CERTAIN DEDUCTIONS.
2. ELIMINATING THE IMPACTED CITIES AND COMMUNITY REINVESTMENT AREA PROGRAMS.
3. INCREASING THE TAXES ON CERTAIN TANGIBLE PERSONAL PROPERTY USED IN BUSINESS.
4. IMPOSING THE STATE SALES AND USE TAX ON SOME TRANSACTIONS CURRENTLY EXEMPTED FROM THIS TAX.
5. GRANTING INCOME TAX CREDITS FOR CERTAIN HOMEOWNERS AND RENTERS, UP TO A MAXIMUM OF THREE HUNDRED DOLLARS ($300.00) PER YEAR.
6. INCREASING THE TAX RATE FOR PERSONS EARNING OVER THIRTY THOUSAND DOLLARS ($30,000.00) PER YEAR.

IF ADOPTED, THIS AMENDMENT SHALL TAKE EFFECT DECEMBER 4, 1980.

(Proposed by Initiative Petition)

4
FRANKLIN COUNTY
PROPOSED TAX LEVY
ADDITIONAL

A Majority Affirmative Vote
Required For Passage

BENEFIT—Franklin County.

PURPOSE — SUPPLEMENTING THE GENERAL FUND FOR THE SUPPORT OF CHILDREN SERVICES AND THE CARE AND PLACEMENT OF CHILDREN.

RATE—0.85 mill for each one dollar of valuation, which amounts to 8½ cents per $100 valuation, for 10 years.

5
CITY OF WESTERVILLE
PROPOSED CHARTER
AMENDMENT

(Proposed by Ordinance No. [illegible])

A Majority Affirmative Vote
Required For Passage

Shall Section 1 of Article VII of the Charter of the City of Westerville be amended to provide for an increase in the membership of the Planning Commission to seven members?

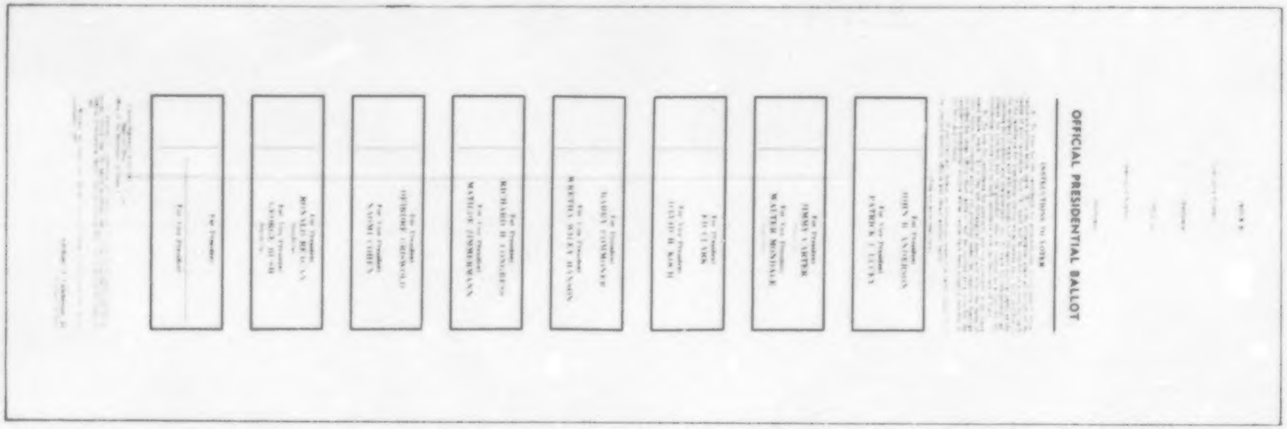
6
CITY OF WESTER
PROPOSED CHAR
AMENDMENT

(Proposed by Ordinance No. [illegible])

A Majority Affirmative Vote
Required For Passage

Shall Section 4 of Article X the Charter of the City of We ville be amended to require all meetings of boards and missions shall be open to public?

1	2	3	4	5	6	7	8	9	10	11	12
PRESIDENT AND VICE PRESIDENT OF THE UNITED STATES A vote for President is a vote for Vice President and the presidential electors representing each. (Vote Not More than ONCE)								UNITED STATES SENATOR (Vote for not more than ONE)		REPRESENTATIVE TO CONGRESS 12th District (Vote for not more than ONE)	
1 A President JOHN B. ANDERSON Vice President PATRICK J. LUCEY		3 A President JIMMY CARTER Vice President WALTER MONDALE Democratic		5 A President ED CLARK Vice President DAVID H. KOCH		7 A President BARRY COMMONER Vice President WRETHA WILEY HANSON		9 A JAMES E. BETTS Republican	10 A JOHN GLENN Democratic	11 A TERRY FREEMAN Democratic	12 A CHALMERS P. WYLIE Republican
1 B President RICHARD H. CONGRESS Vice President MATILDE ZIMMERMANN		3 B President DEIRDRE GRISWOLD Vice President NAOMI COHEN		5 B President GUS HALL Vice President ANGELA Y. DAVIS		7 B President RONALD REAGAN Vice President GEORGE BUSH Republican		9 B RICK NAGIN	10 B JOHN E. POWERS		



OFFICIAL PRESIDENTIAL BALLOT

Paper Ballot
(Original was 8" x 24")

HOW TO VOTE: VOTING INSTRUCTIONS

The most widely used methods of voting in Ohio are punch card systems (especially Computer Elections Systems--CES-- and Fidlar and Chambers--F&C) and lever machines (primarily Automatic Voting Machines--AVM).

On the following pages are instructions for using these kinds of equipment. There are also instructions for marking paper ballots. Although paper ballots are not widely used in Ohio elections, they may be the easiest to use in classroom elections. The instructions for their use reinforce the need to read and follow the directions for any kind of voting system very carefully to ensure that your vote is counted as you intended.

PAPER

Voting Instructions

1. Acquaint the students with the ballot. Make an oversize ballot or draw one on the chalkboard to demonstrate how to mark the ballot properly.
2. Show the class how to mark the ballot by crossing two lines (X) in the box beside their selection. Explain that only correctly marked votes may be counted.
3. Emphasize that each voter should vote for only one candidate.
4. After the ballot is marked, explain that it should be folded to ensure secrecy and handed to the polling place official to be inserted into the ballot box.

Marking a Paper Ballot

Following are the instructions given to poll workers in Ohio on how to decide whether to count a vote on paper ballots.*

---

* From "Manual of Instructions for Polling Place Officials," Anthony J. Celebrezze, Jr., Secretary of State, 30 East Broad St., 14th Floor, Columbus, OH 43216, pp. 14-15.

Counting Disputed Ballots

In counting disputed ballots, the *intent* of the voter is the governing factor. The following examples illustrate the application of this principle in a variety of situations.

✓	JOHN DOE
	EDWARD SMITH

This is a valid vote for Doe. A check mark is an acceptable means of indicating the voter's choice, notwithstanding Section 3505.23 which indicates that an X mark should be used.

X	JOHN DOE
X	EDWARD SMITH

This vote is invalid if only one of the candidates is to be elected. It is impossible to determine the voter's choice. It does not, however, invalidate the entire ballot.

yes	JOHN DOE
	EDWARD SMITH

This is a valid vote for Doe. The voter has clearly indicated his choice and intention.

	JOHN DOE
no	EDWARD SMITH

This is a valid vote for Doe. Where the choice is between two candidates for office a vote against one of the candidates is the equivalent of a vote for the other.

X	JOHN DOE
	EDWARD SMITH

(Erased)

So long as the intention of the voter is clear the erasure will not defeat that intention nor should the ballot be discounted as a soiled ballot. This is a valid vote for Doe.

X	JOHN DOE
~~X~~	EDWARD SMITH

(Crossed out)

This is a valid vote for Doe. Irregular markings should not defeat a ballot where the intention of the voter can be ascertained with certainty.

	JOHN DOE X
	EDWARD SMITH

This is a valid vote for Doe.

X	JOHN DOE
	EDWARD SMITH

(Note that "X" crosses in Doe's box)

The fact that the X mark crosses in Doe's box indicates an intention on the part of the voter to cast his vote for Doe.

	JOHN DOE
	~~EDWARD SMITH~~

This is a valid vote for Doe.

X	~~JOHN DOE~~
	EDWARD SMITH

This is not a valid vote, as it is impossible to determine the intention of the voter. The ballot is not, however, invalidated.

X	JOHN DOE C.M.P.
	EDWARD SMITH

(Voter's initials)

This is an invalid ballot. It bears a clear identifying mark.

	JOHN DOE
	EDWARD SMITH
X	H. Jones

Again this is a valid vote for Jones if the person for whom the ballot was cast can be identified with certainty. Note that the addition of the initial H simplifies the problem of determining the identity of such person.

	JOHN DOE
X	EDWARD SMITH
	Jones

This vote cannot be counted, since it is not possible to determine the intention of the voter where only one of the three persons listed is to be elected.

Tax Levy Ballots

no	FOR THE TAX LEVY
	AGAINST THE TAX LEVY

This is a valid vote against the tax levy.

	FOR THE TAX LEVY
yes	AGAINST THE TAX LEVY

This is not a valid vote because the intent of the voter cannot be ascertained. Did he mean yes he was for or yes he was against?

	FOR THE TAX LEVY
no	AGAINST THE TAX LEVY

This is invalid. Again, what was the voter's intent?

no	FOR THE TAX LEVY
yes	AGAINST THE TAX LEVY

This is a valid vote against the tax levy. The intent is clear.

Ballots marked contrary to law may not be counted, but no ballot may be rejected for any technical error unless it is impossible to determine the voter's choice.

If two or more ballots are found folded together in the ballot box, they must be considered fraudulent, and may not be counted. They must be marked "Fraudulent" and placed in an envelope labeled "Not counted" with the reasons listed. The envelope must be delivered to the Board of Elections with other uncounted ballots.

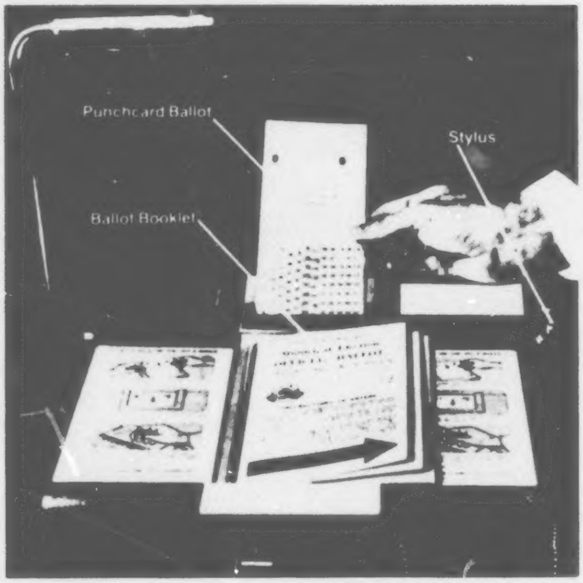
Unless the Board of Elections assumes the duty, the judges of each precinct must see that the booths and equipment are returned after the election to the township clerk or the municipal clerk or auditor for safe keeping.

BEST COPY AVAILABLE

The newest and most widely used voting system in Ohio is the punch card that is inserted in a device that tells the voter which hole to punch for which candidate. At the end of the day, the cards are stacked together and counted by computer.

HOW TO VOTE ON CES

BEFORE YOU VOTE



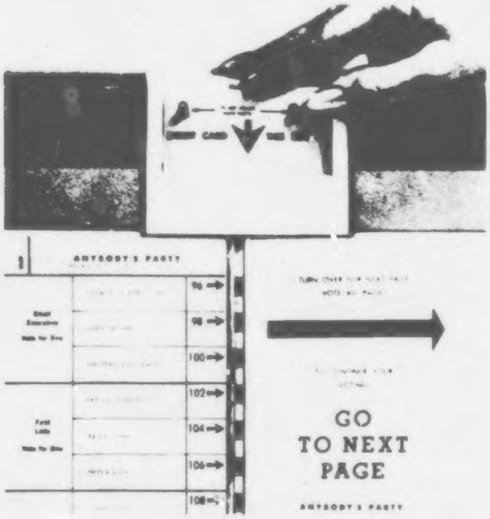
Marking Unit

- Try voting at the demonstration station.
- Obtain your ballot by giving your name and address to the election officer. (In a primary, indicate your party choice.)
- If you will need assistance because of blindness, physical disability, inability to read or read English, you may ask to be helped by two election officers of different political parties.

VOTING STEPS

Step 1: Preparation

- Take your ballot into the voting booth.



- Remove the punchcard from the envelope.
- Insert the card into the marking unit. Be sure to fit the two holes at the top of the card over the red pins at the top of the marking unit.

Step 2: Voting

- To vote, punch the card only with the metal stylus which is provided.
- Do not use a pen or pencil point.
- Select the candidate for whom you wish to vote.
- Press the stylus down firmly to punch a hole to the right of the candidate's name.

BEST COPY AVAILABLE

Cautions

- Vote for only one candidate for each office unless the ballot instructions state otherwise. Do not over-vote.
- Make holes only in the punchcard. Do not mark or punch holes in the ballot booklet.

Mistakes

If you wish to change your vote after you have punched a hole, or if you spoil a card or envelope, return it to the officer who will give you another, up to a total of three.

Write-ins

To vote for a person whose name is not listed use the blanks on the inside of the envelope. Write the title of the office and the name of your candidate. Remember to include the office title next to the write-in.

Step 3: Turning in Your Completed Ballot

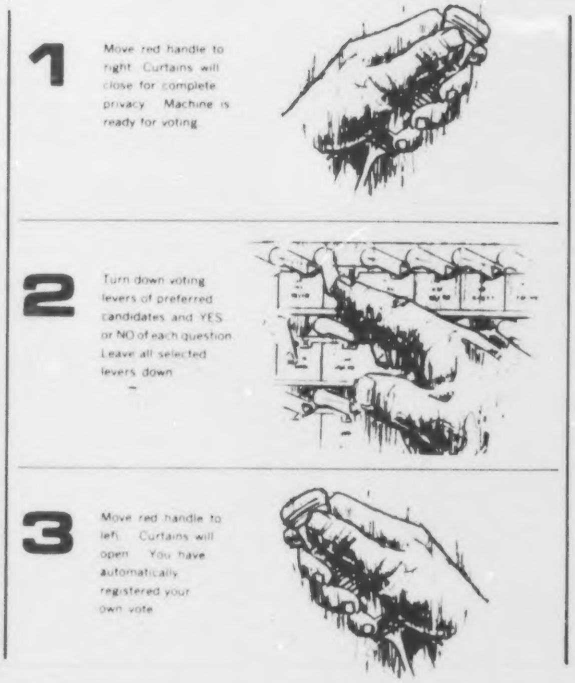
Before leaving the voting booth

- Check to see if you have voted for all the candidates and questions you wished to vote for.
- Remove your card from the marking unit. Check the back of the card to make sure that all the holes were punched through cleanly. Brush away any clinging scraps.
- Caution: your card will go through a computer to be counted. **DO NOT FOLD, BEND OR DAMAGE** the punchcard in any way.

- Put the card back into the envelope. The stub end of the card should extend beyond the end of the envelope. Close the envelope so that your voting marks cannot be seen.

AVM

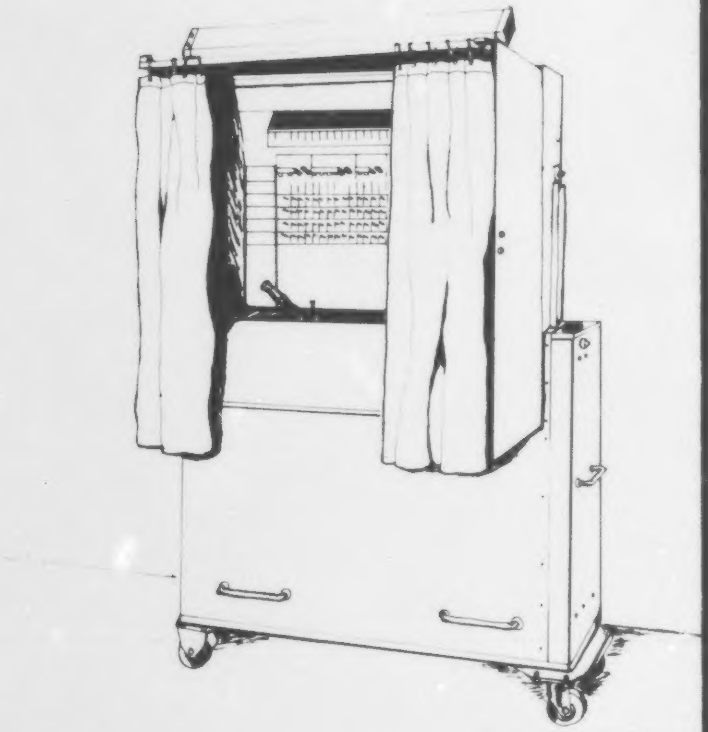
Lever machines present different problems because there are no ballots to be handled. Students needn't worry about voting for too many candidates because the machine prevents it, but they must understand that the levers are to be left down after all the voter's choices have been made. If they push a lever down and then back up, no vote will be recorded for that candidate.



1 Move red handle to right. Curtains will close for complete privacy. Machine is ready for voting.

2 Turn down voting levers of preferred candidates and YES or NO of each question. Leave all selected levers down.

3 Move red handle to left. Curtains will open. You have automatically registered your own vote.

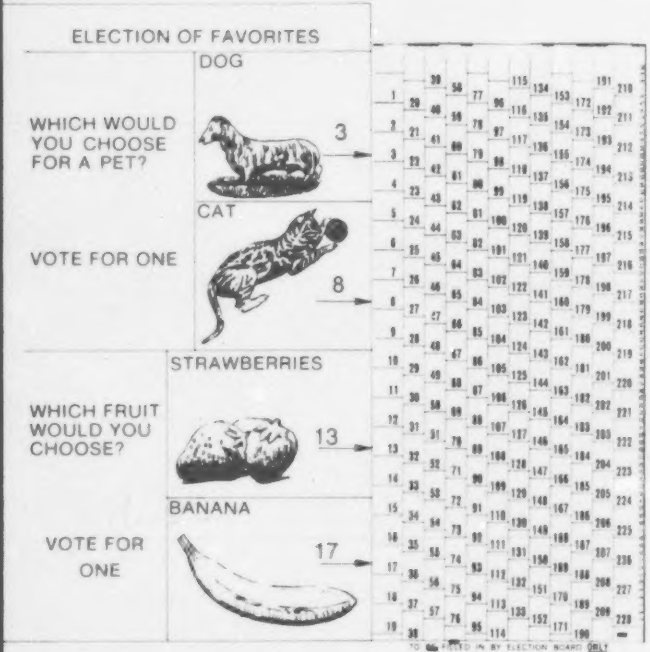


Reproduced with permission, Automatic Voting Machine Division, Jamestown, NY 14701.

SAMPLE BALLOT

Following are three kinds of ballots you might adapt for use in a school election. The forms illustrated can be used as models for students to design their own ballots.

These ballot pages* show how you can modify a ballot form for use in school.



ELECTION OF FAVORITES

WHICH WOULD YOU CHOOSE FOR A PET?

DOG 3

VOTE FOR ONE

CAT 8

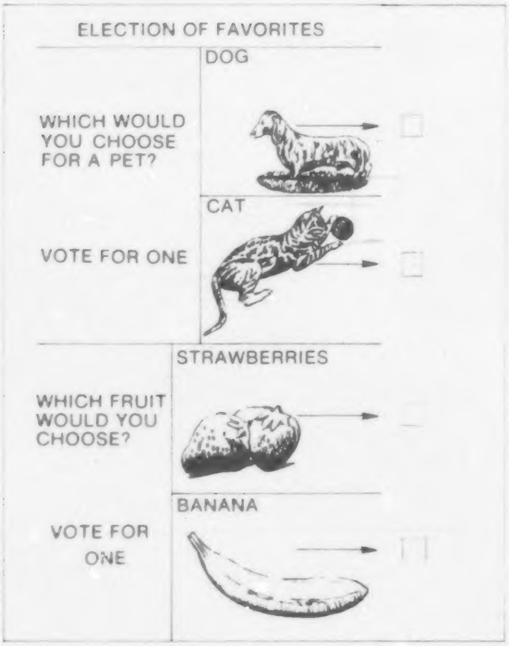
WHICH FRUIT WOULD YOU CHOOSE?

STRAWBERRIES 13

VOTE FOR ONE

BANANA 17

TO BE FILLED IN BY ELECTION BOARD ONLY



ELECTION OF FAVORITES

WHICH WOULD YOU CHOOSE FOR A PET?

DOG ☐

VOTE FOR ONE

CAT ☐

WHICH FRUIT WOULD YOU CHOOSE?

STRAWBERRIES ☐

VOTE FOR ONE

BANANA ☐

---

* From Broward County, Florida (Ft. Lauderdale), Supervisor of Elections Jane Carrol, 1979 "Kiddie Ballot".

Which would you choose?	→ ☐
Vote for one	→ ☐

Which would you choose?	→ ☐
Vote for one	→ ☐

SAMPLE BALLOT

Directions:

Read the following question carefully. After reading the question, place an X in the box that expresses your opinion.

SHOULD CANDY BE SOLD IN VENDING MACHINES AT CLINTON ELEMENTARY SCHOOL?

YES ☐

NO ☐

BALLOT

Candidates

POLLING PLACE

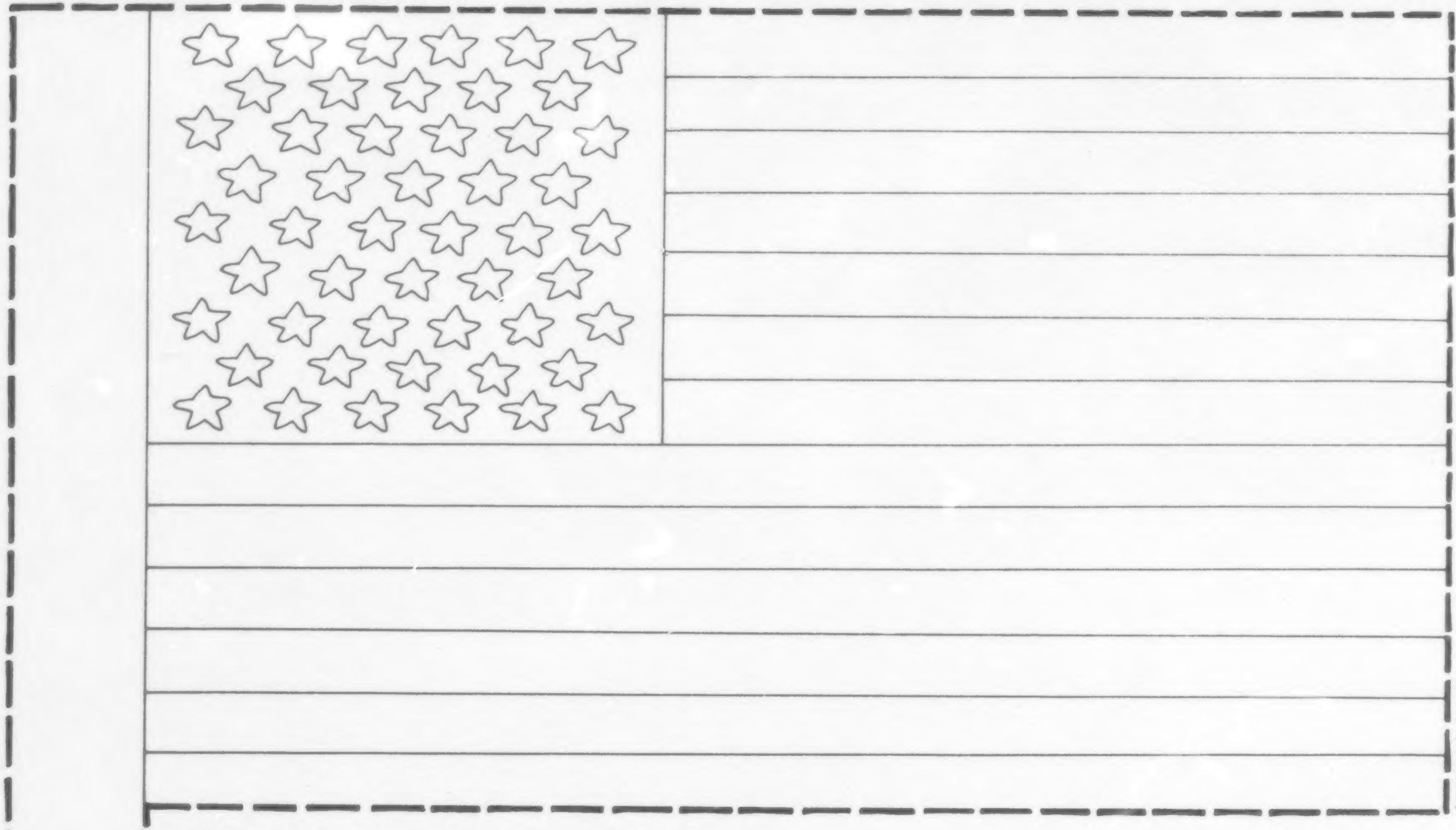
VOTE HERE

BALLOT BOX

Reprinted from Speak Out!, Illinois State Board of Elections.

90

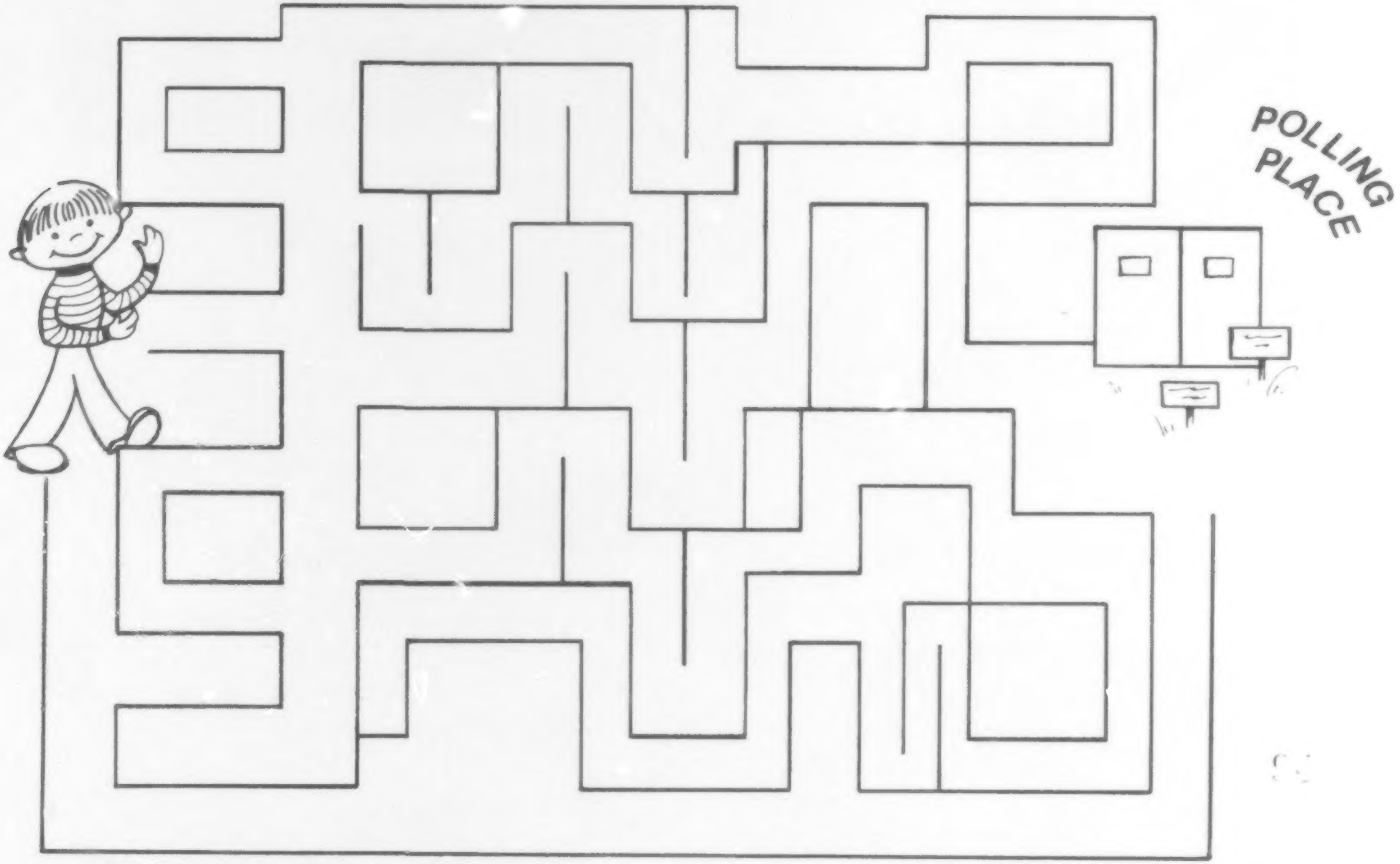
AN ELECTION DAY SYMBOL



Stars and Stripes

Here's a flag for you!
Leave the stars white.
But color the area around them blue.
Color the top stripe red.
Color every other stripe red, too.
Cut out your flag.
On election day, there are flags at the polling place. This lets people know they can vote there.

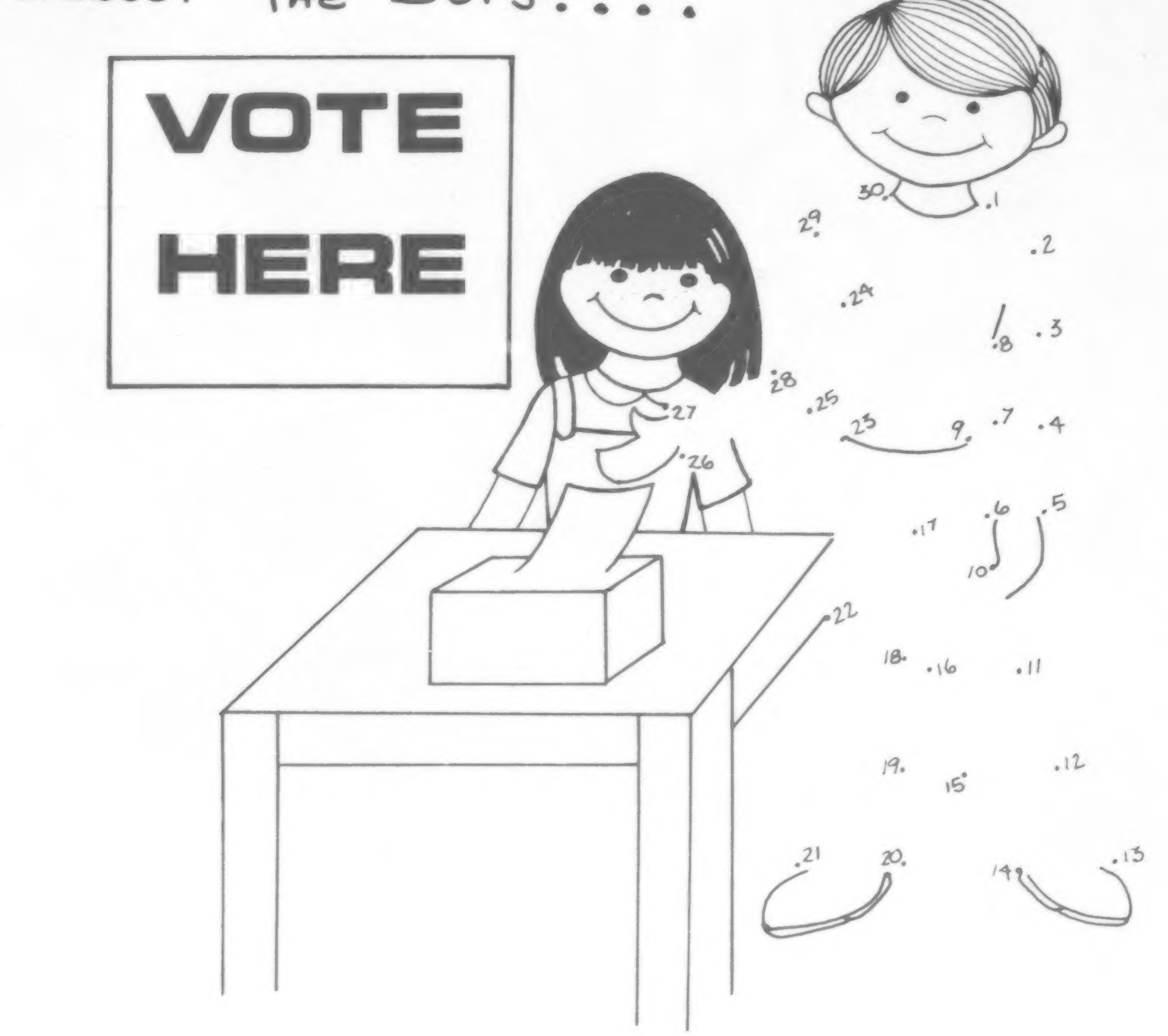
* © 1980 by Scholastic, Inc., reprinted with permission from Scholastic News Pilot, January 16, 1981.


POLLING PLACE

FIND THE WAY TO THE POLLING PLACE

Reprinted from Speak Out!, Illinois State Board of Elections, p. 20.

CONNECT THE DOTS....


VOTE
HERE
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
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27
28
29
30

Reprinted from Speak Out!, Illinois State Board of Elections, p. 19.

SETTING UP THE POLLING PLACE*

With the help of the class, decide the location of the voting area within the classroom. Stress the importance of voting in secret. Also point out the importance of placing the ballot box where it can be seen by everyone at all times.

Have the class make the signs to be used in and around the polling place on election day, such as VOTE HERE, POLLING PLACE, and BALLOT BOX.

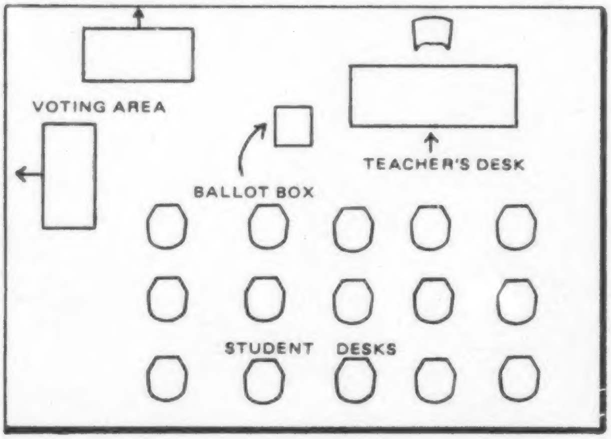
Encourage the pupils to discuss why someone may want to learn how another person voted. Point out how the uniform system of marking the ballot helps protect the secrecy of the ballot.

Allow the pupils to assume responsibility for the conduct of the election.

1. Have the class help arrange the polling place.
2. Have the pupils hang the POLLING PLACE sign and other signs in and around the polling place.

Polling Place Arrangement

1. The voting area should be isolated to ensure the secrecy of the vote.
2. The stations or booths for voting should face separate walls, if possible, or be well screened from each other.



SUGGESTED ARRANGEMENT

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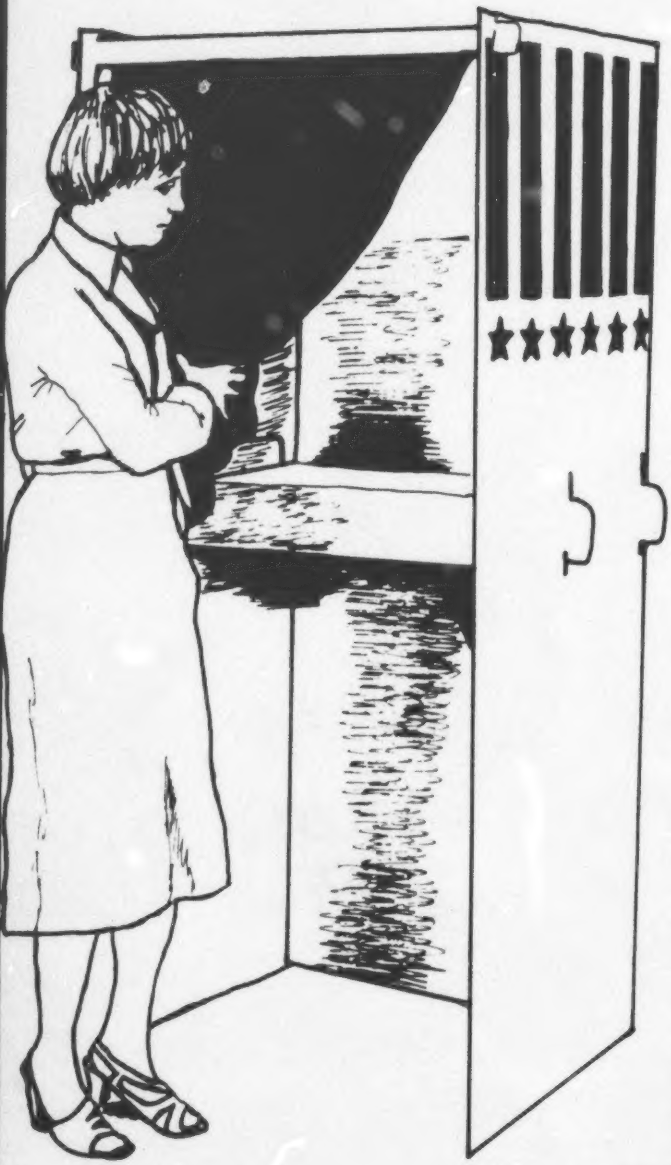
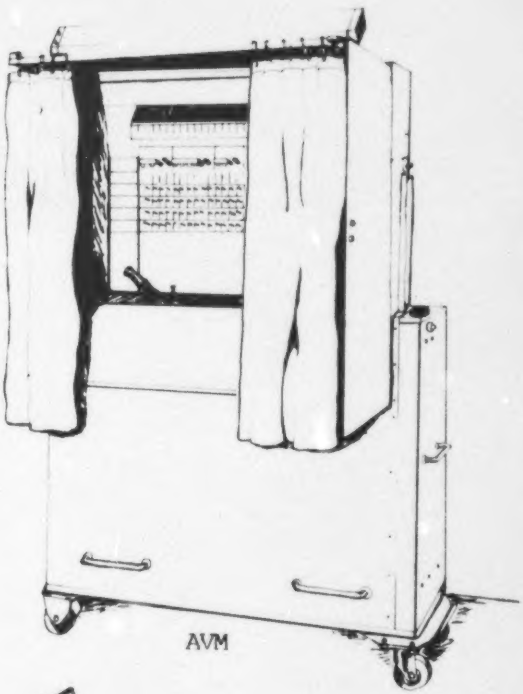
* Adapted from Speak Out!, Illinois State Board of Elections.

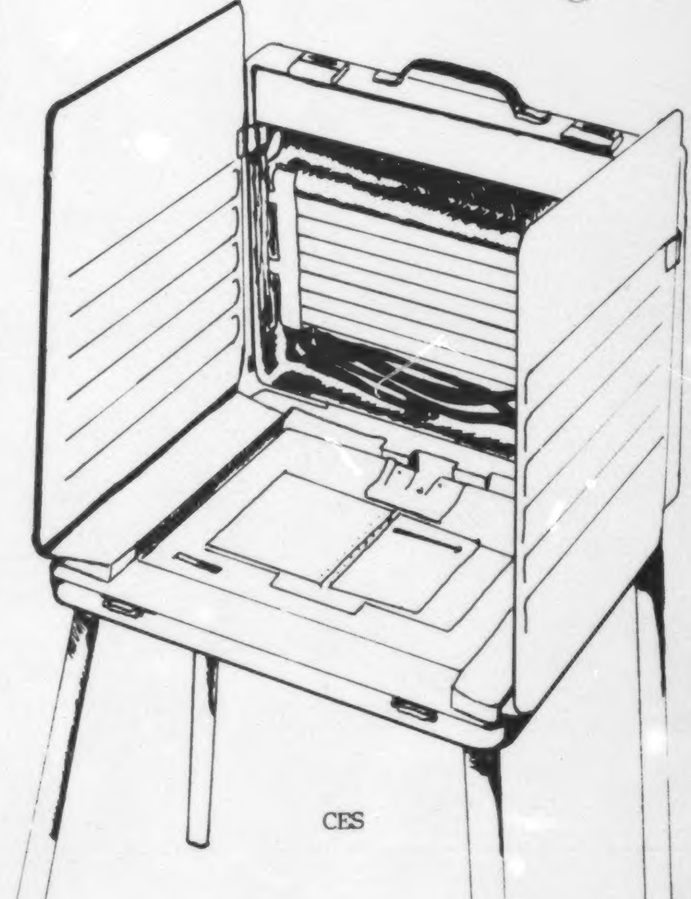
VOTING BOOTHS



PAPER



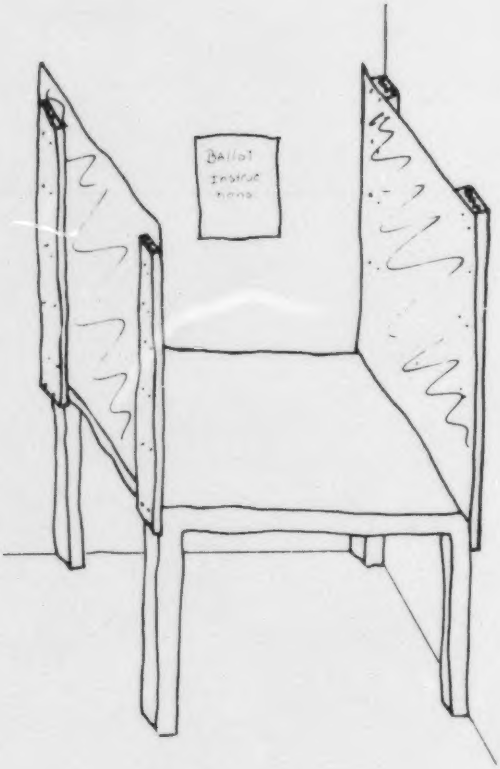
AVM

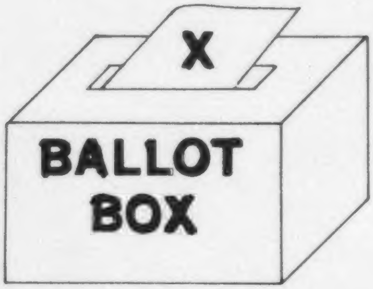


CES

SUGGESTIONS FOR BUILDING A VOTING BOOTH

Place a sturdy table against a wall. Attach voting instructions to the wall so the voter can read them. Provide screening on the sides to assure secrecy by taping or nailing cardboard in place or by hanging curtains on the sides. See diagram below.





BALLOT BOX*

If you have access to a metal box with a slit in it and that can be locked, use it. Its use will reinforce the importance of security in handling ballots. However, any sturdy cardboard box can be made into a very acceptable ballot box. A recycled Valentine box will be fine. There is no single official design for ballot boxes.

Make a slit in the top of the box that is just large enough to receive the ballots. Cover the box with plain paper, keeping the slit open. Decorate the box if you like.

* Adapted from Speak Out!, Illinois State Board of Elections, p. 21.

ELECTION DAY SAFEGUARDS

If people are going to abide by the decisions made by an election, they need to be sure that the election was fair and honest. Ohio has developed election procedures that assure fair elections. Here are some examples.

When the voter arrives at his or her polling place on election day, there are flags outside the door. These indicate that this is a polling place. They also mean that there can be no campaigning or campaign signs in that building or between the building and the flags, so the voter can't be influenced while voting.

Inside the polling place, the voter tells the polling place officials his or her name. They look it up in their book to see if they have a registration card for that voter. That ensures that the voter meets all the legal qualifications to vote. Its being in the book for that precinct also ensures that the voter is in the correct voting place. The polling place official marks on the card that this voter is voting. This keeps the voter from voting more than once in an election. The voter then signs the poll book and the official compares that signature to the one on the registration card. They must be the same to prevent someone else from impersonating that voter.

If the voter doesn't know how to mark the ballot or use the voting equipment, the officials will demonstrate, but they are not allowed to tell the voter who to vote for. The voter votes in a private voting booth where no one can see who he or she votes for.

When the polls close, the officials who count the votes always work in twos, one from each party, to be sure that no mistakes are made.

Discussion Questions about Safeguards:

What are the things we want to guarantee about an election? What procedures help ensure those things?

(Answers: That voters . . .
  are in the right polling place
  only vote once
  don't vote under someone else's name
  are American citizens
  are at least 18
  know where to vote
  know how to vote
  know what they are voting on
  votes are counted honestly and quickly
  who are qualified are allowed to vote
  are not bothered or influenced while voting
  have an equal chance to vote for all candidates)

TIE VOTES

There are many ways of resolving tie votes. In some states they hold a run-off election between the two candidates who tie. In Ohio, tie votes are decided by lot, that is, by chance. This can be done by flipping a coin, drawing straws, drawing from a hat--whatever means the candidates approve. A neutral third person supervises the drawing or flips the coin so it is fair.

How would you decide a tie?

What are the advantages and disadvantages of flipping a coin, of holding a run-off election, of establishing some other tie-breaker ahead of time (such as picking the older, the one who filed petitions first, the one who submitted the most signatures, and so forth)?

FOLLOW-UP

Every year, talk about elections that are happening and relate them to class activities. The following questions could stimulate students to notice and think about elections:

Who are we choosing?

What do they do?

What questions (issues) are on the ballot?

Share campaign materials (random ones in the lower grades, then for specific races in the upper grades).

Visit a polling place on election day.

Remind students of the election again when the state legislature or Congress convene, when the President or Governor is inaugurated, when the Electoral College meets, when anything connected with elections is in the news. This will help the students see the cause and effect relationship between elections and the candidates or issues chosen. Students need to see the connection between their election in school and the same thing in the adult world. Every year, the teacher needs to follow through after the election so students see the implementation of their decision at the polls.

PART III

A. REINFORCEMENT ACTIVITIES

VOCABULARY ACTIVITIES*

Encourage students to explain the meaning of the following terms in their own words, and to add other election-related words to their vocabularies.

VOTE-a choice expressed by written ballot, voice, show of hands, etc.

VOTER-a person who votes.

QUALIFICATION TO VOTE-requirements people must meet before being allowed to vote.

REGISTRATION-act of making a record of a person's qualifications to vote.

BALLOT-list of candidates' names, or questions to be decided.

CAST A BALLOT-vote.

BALLOT BOX-container where ballots are placed after voting.

ELECT-choose.

ELECTION-process of choosing a candidate by voting.

POLL or POLLING PLACE-place where election is held.

VOTING BOOTH-enclosure where voters can vote in secret.

CANDIDATE-person who seeks to be elected.

CAMPAIGN-effort to gain votes for a candidate.

TALLY-mark which is used to keep score when counting the votes.

WRITE-IN VOTE-a vote cast for a candidate not appearing on the ballot but written on the ballot by the voter.

ELECTIONEERING-campaigning for a candidate.

Have the students use each of the election-related terms in the vocabulary list in a sentence. Have older students write an election-related story using words from the vocabulary list. Hold a spelling bee or other spelling games with words used in an election.

Duplicate the crossword puzzles that follow and other individual activities. Distribute these to the class to work on at their desks during the voting process. Select the activities appropriate for our students.

* From Speak Out!, Illinois State Board of Elections, pp. 8-9.

NAME ______________________________

ELECTION WORDS

Use the words in the Word Box to complete each sentence.

WORD BOX

ballot
poll
candidate
U.S. citizens
campaigning
vote
election day
voting booth

1. Another word for choose is ____________.

2. A person who wants to win an election is called a ______ ________________.

3. When candidates ask people for their votes, they are ___ _________________.

4. November 4, 1980, was an _________________.

5. People who vote for President must be ________________ _____.

6. The building where people vote is called a ___________ _______________.

7. When people vote, they mark a ____________.

8. To vote in secret, people vote in a _________________ _____.

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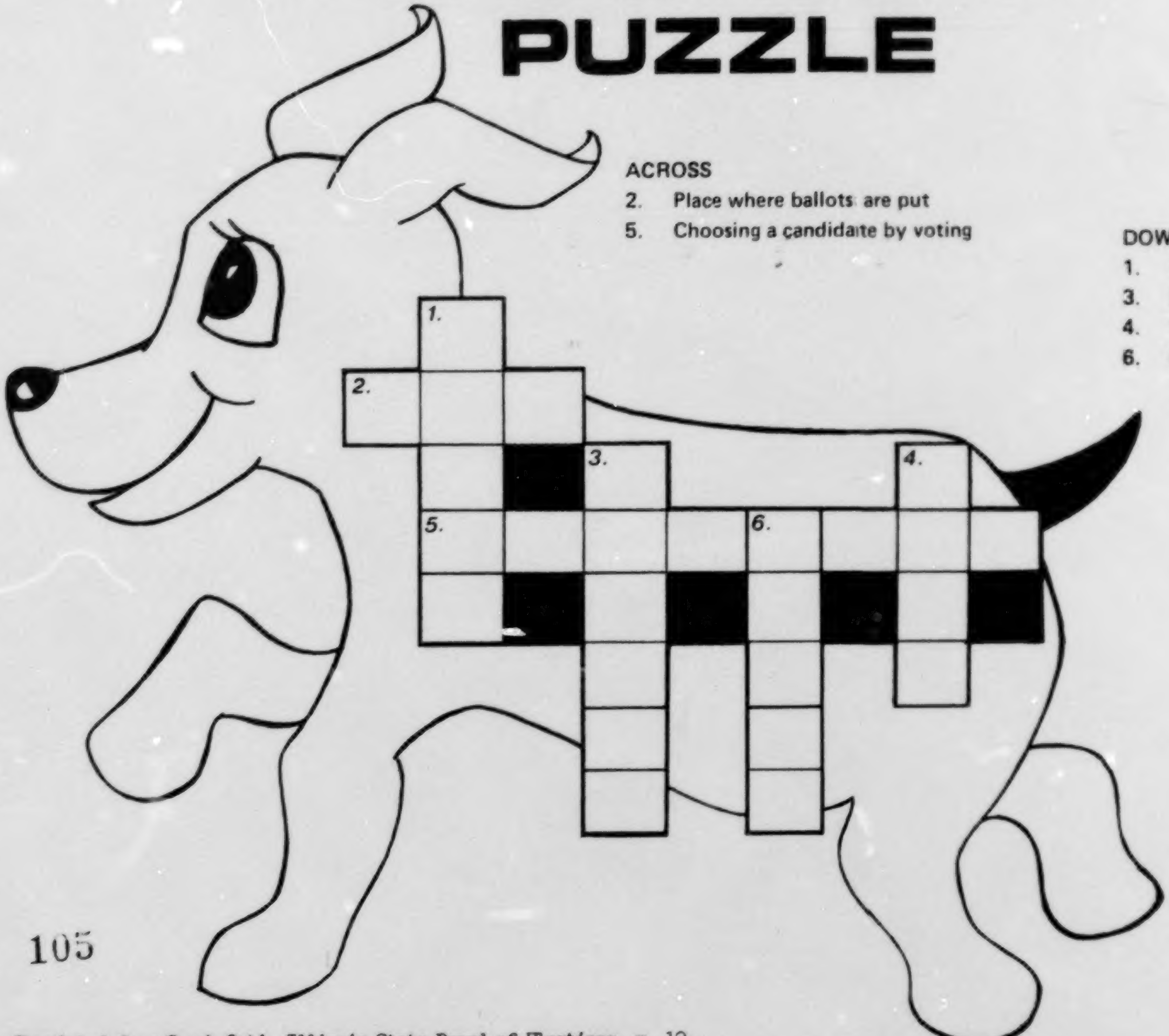
CROSSWORD PUZZLE



ACROSS

2. Place where ballots are put
5. Choosing a candidaite by voting

DOWN

1. A person who votes
3. Ballots are marked in
4. To make a choice
6. Mark used in counting votes

Reprinted from Speak Out!, Illinois State Board of Elections, p. 12.

FIND THE WORDS

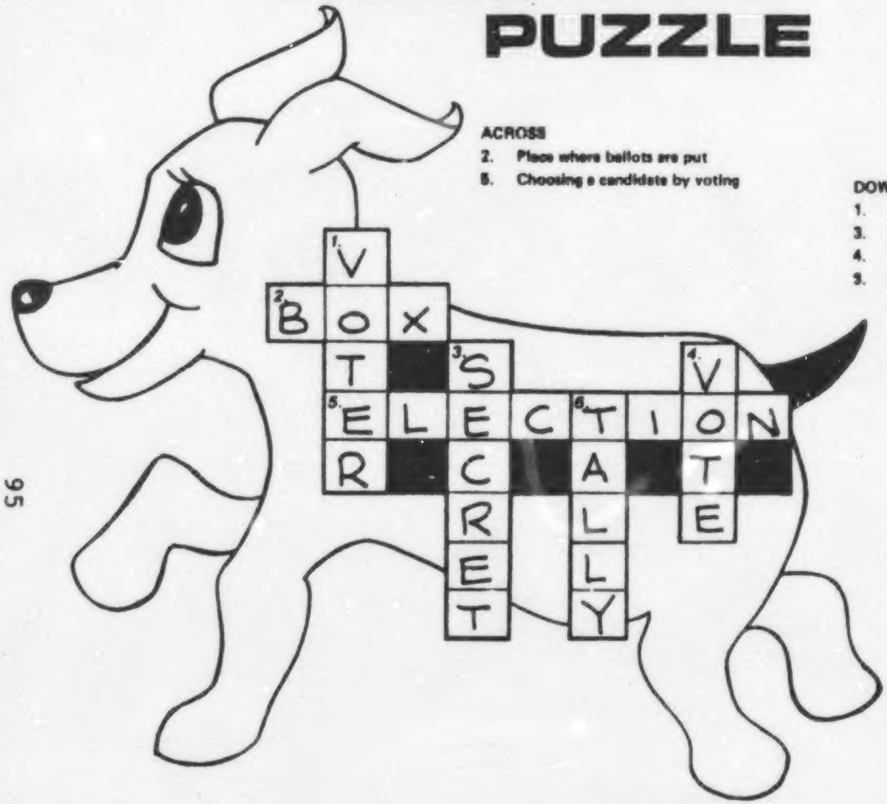
C	V	O	T	E	A	S	Z
A	O	X	P	O	L	L	S
S	T	T	L	O	P	D	L
R	E	L	E	C	T	H	N
C	R	M	S	H	A	C	H
R	T	B	A	L	L	O	T
E	B	O	X	B	R	C	N
T	B	T	C	X	M	P	Z

1. BALLOT **2. BOX** **3. ELECT** **4. POLLS** **5. VOTE**

Reprinted from Speak Out!, Illinois State Board of Elections, p. 13.

ANSWER SHEET

CROSSWORD PUZZLE


1. V O T E R
2. B O X
3. S E C R E T
4. V O T E
5. E L E C T I O N
6. T A L L Y

ACROSS
2. Place where ballots are put
5. Choosing a candidate by voting

DOWN
1. A person who votes
3. Ballots are marked in
4. To make a choice
3. Mark used in counting votes

FIND THE WORDS

C	V	O	T	E	A	S	Z
A	O	X	P	O	L	L	S
S	T	T	L	O	P	D	L
R	E	L	E	C	T	H	N
C	R	M	S	H	A	C	H
R	T	B	A	L	L	O	T
E	B	O	X	B	R	C	N
T	B	T	C	X	M	P	Z

Reprinted from Speak Out!, Illinois State Board of Elections, p. 14.

ADVANCED WORD SEARCH

1. Electioneering
2. Ballots
3. Voter
4. Elect
5. Registration
6. Campaign
7. Tally
8. Candidate

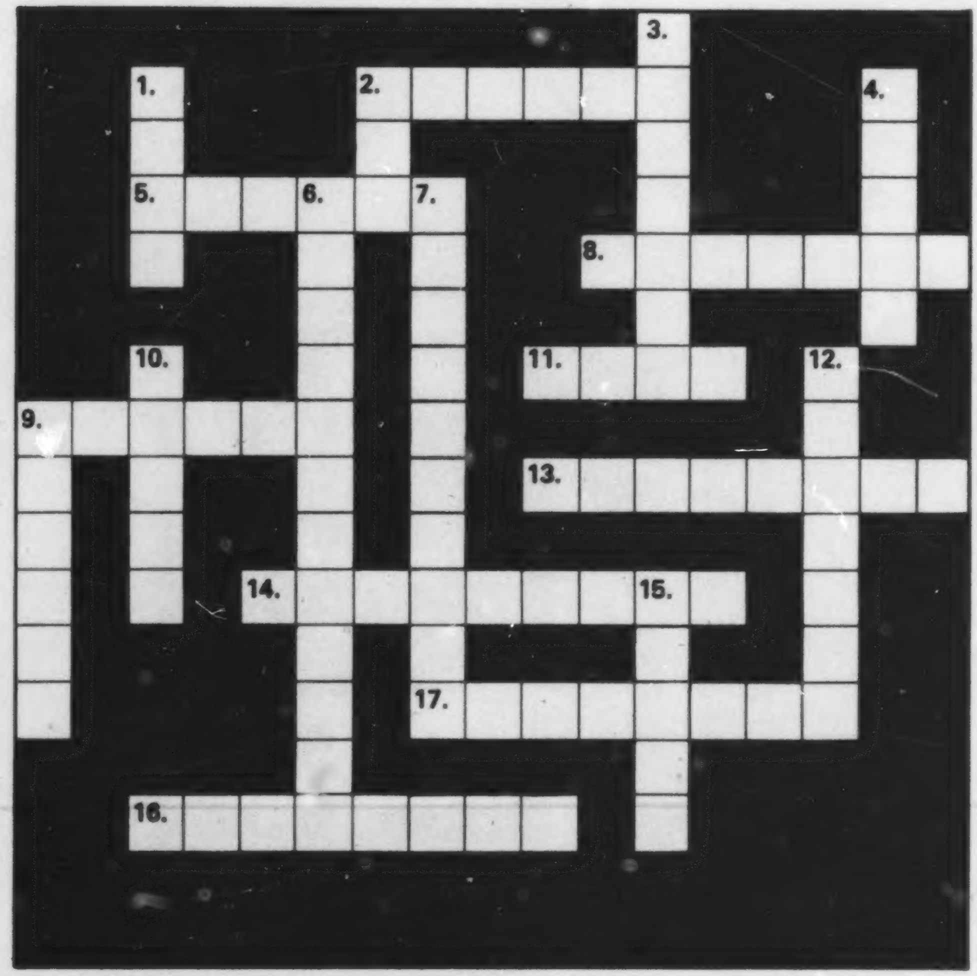
B	C	G	F	L	R	N	Y	T	O	X	V	Y	E	S
E	R	X	T	W	E	L	A	M	L	V	O	L	B	O
T	V	Q	O	X	L	I	B	E	J	N	E	K	I	K
A	R	O	I	A	H	N	A	Y	X	C	T	L	A	N
D	O	V	T	W	V	O	L	A	T	A	M	E	O	R
I	B	G	V	E	Z	O	L	I	A	M	P	I	N	P
D	I	N	V	D	R	N	O	O	I	P	T	M	O	S
N	S	W	X	Z	A	N	T	H	N	A	Q	D	W	A
A	T	E	T	F	E	R	S	E	R	I	Q	V	P	E
C	V	F	R	E	B	S	L	T	O	G	O	R	F	V
D	N	P	R	C	F	P	S	M	N	N	T	L	I	I
E	K	I	E	G	S	I	T	C	E	L	E	V	S	M
A	N	D	E	S	G	P	O	L	Q	N	S	I	V	I
G	C	R	H	E	G	T	I	X	K	A	V	O	L	T
A	B	D	R	Y	S	J	T	P	S	W	T	V	T	N

Reprinted from Speak Out!, Illinois State Board of Elections, p. 15.

CROSSWORD PUZZLE

ACROSS	
2.	position which candidate runs for
5.	privacy of the ballot
8.	election for nomination of candidates
9.	voting enclosures
11.	place where election is held
13.	effort to gain votes
14.	person who seeks to be elected
16.	another word for "tallying"
17.	process of choosing candidate by voting

DOWN	
1.	vote a ballot
2.	number of votes per office
3.	Presidential Election
4.	Election Authority: County_______.
6.	record of qualifications of voters
7.	those chosen to count the votes
9.	list of candidates' names
10.	a person who votes
12.	voting for a candidate not on the ballot
15.	end result of tally marks

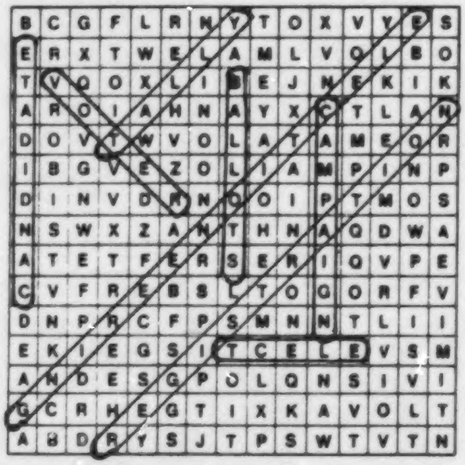


Reprinted from Speak Out!, Illinois State Board of Elections, p. 17.

ANSWER SHEET

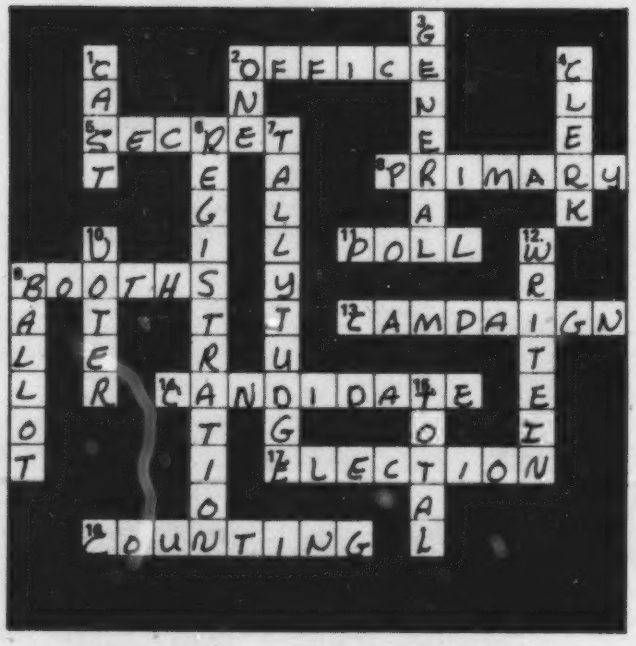
Advanced Word Search

1. Electioneering
2. Ballots
3. Voter
4. Elect
5. Registration
6. Campaign
7. Tally
8. Candidate



B	C	G	F	L	R	N	Y	T	O	X	V	Y	E	S
E	R	X	T	W	E	L	A	M	L	V	O	L	B	O
T	V	Q	O	X	L	I	B	E	J	N	E	K	I	K
A	R	O	I	A	H	N	A	Y	X	C	T	L	A	N
D	O	V	T	W	V	O	L	A	T	A	M	E	O	R
I	B	G	V	E	Z	O	L	I	A	M	P	I	N	P
D	I	N	V	D	R	N	O	O	I	P	T	M	O	S
N	S	W	X	Z	A	N	T	H	N	A	Q	D	W	A
A	T	E	T	F	E	R	S	E	R	I	Q	V	P	E
C	V	F	R	E	B	S	L	T	O	G	O	R	F	V
D	N	P	R	C	F	P	S	M	N	N	T	L	I	I
E	K	I	E	G	S	I	T	C	E	L	E	V	S	M
A	N	D	E	S	G	P	O	L	Q	N	S	I	V	I
G	C	R	H	E	G	T	I	X	K	A	V	O	L	T
A	B	D	R	Y	S	J	T	P	S	W	T	V	T	N

CROSSWORD PUZZLE


1 CAST
2 OFFICE
2 ONE
3 GENERAL
4 CLERK
5 SECRET
6 REGISTRATION
7 TALLYJUDGE
8 PRIMARY
9 BALLOT
9 BOOTHS
10 VOTER
11 POLL
12 WRITEIN
13 CAMPAIGN
14 CANDIDATE
15 GOAL
17 ELECTION
18 COUNTING

Reprinted from Speak Out!, Illinois State Board of Elections, p. 18.

FIND THE WORDS II

- America
- Ballot
- Booth
- Bumperstickers
- Buttons
- Campaign
- Candidate
- Count
- Election
- Government
- Governor
- Loser
- Media
- "Pol"
- Polls
- Poster
- President
- Radio
- Results
- Signs
- Ticket
- TV
- Vice President
- Vote
- Winner
- X

B	U	M	P	E	R	S	T	I	C	K	E	R	S	B
G	C	G	O	V	E	R	N	O	R	V	O	T	E	O
O	A	C	E	S	P	R	E	S	I	D	E	N	T	O
V	N	A	L	I	W	R	T	I	C	K	E	T	R	T
E	D	M	E	G	I	A	M	E	D	I	A	V	E	H
R	I	P	C	N	N	D	B	U	T	T	O	N	S	B
N	D	A	T	S	N	I	L	O	S	E	R	Q	U	A
M	A	I	I	P	E	O	P	O	L	L	S	Z	L	L
E	T	G	O	O	R	X	P	O	S	T	E	R	T	L
N	E	N	N	L	A	M	E	R	I	C	A	V	S	O
T	V	I	C	E	P	R	E	S	I	D	E	N	T	T

SEEK AND DE-FIND

1. Find each of the following words in the puzzle. Some letters may be used more than once. All words are either in horizontal rows or vertical columns.

2. Using as many of the words as possible, write five sentences. The sentences must show you understand the meaning of the words.

Vote
Delegate
Election
Debate
Candidate
Campaign
Decision
Politics
Information
Rules
Alternatives
Issue
President
Governor
Ballot
Democracy
Ohio
Party
Democrat
Republican
Polls
Media
Convention

R	G	V	O	T	E	L	Z	R	D	E	L	E	G	A	T	E	R	G	A	V	I	N	O	R
E	O	H	I	O	L	O	Y	I	R	U	L	E	S	S	A	D	E	M	O	C	R	A	T	O
P	V	L	E	K	E	D	E	B	A	T	E	A	L	O	N	T	R	U	L	A	H	T	D	B
U	E	B	F	T	C	A	N	D	I	D	A	T	E	L	E	C	P	N	G	H	E	P	E	A
B	R	K	W	C	T	C	O	N	V	E	N	T	I	O	N	A	A	D	D	O	P	O	M	L
L	N	K	A	A	I	N	F	I	S	S	U	E	D	R	G	M	R	A	E	M	O	L	O	L
I	O	E	X	D	O	A	L	A	U	O	X	F	E	H	T	P	T	N	C	E	L	I	C	O
C	R	M	P	I	N	W	O	R	W	R	P	O	L	L	S	A	Y	T	I	D	I	T	R	T
A	D	E	C	I	S	I	O	N	Z	R	J	M	E	W	S	I	E	O	S	I	T	I	A	I
N	I	N	F	O	R	M	A	T	I	O	N	X	G	I	M	G	G	M	I	A	K	C	C	J
P	R	E	S	I	D	E	N	T	K	R	A	L	T	E	R	N	A	T	I	V	E	S	Y	L

FIND THE WORDS II

B	U	M	P	E	R	S	T	I	C	K	E	R	S	B
G	C	G	O	V	E	R	N	O	R	V	O	T	E	O
O	A	C	E	S	P	R	E	S	I	D	E	N	T	O
V	N	A	L	I	W	R	T	I	C	K	E	T	R	T
E	D	M	E	G	I	A	M	E	D	I	A	V	E	H
R	I	P	C	N	N	D	B	U	T	T	O	N	S	B
N	D	A	T	S	N	I	L	O	S	E	R	Q	U	A
M	A	I	I	P	E	O	P	O	L	L	S	Z	L	L
E	T	G	O	O	R	X	P	O	S	T	E	R	T	L
N	E	N	N	L	A	M	E	R	I	C	A	V	S	O
T	V	I	C	E	P	R	E	S	I	D	E	N	T	T

R	G	V	O	T	E	L	Z	R	D	E	L	E	G	A	T	E	R	G	A	V	I	N	O	R
E	O	H	I	O	L	O	Y	I	R	U	L	E	S	S	A	D	E	M	O	C	R	A	T	O
P	V	L	E	K	E	D	E	B	A	T	E	A	L	O	N	T	R	U	L	A	H	T	D	B
U	E	B	F	T	C	A	N	D	I	D	A	T	E	L	E	C	P	N	G	H	E	P	E	A
B	R	K	W	C	T	C	O	N	V	E	N	T	I	O	N	A	A	D	D	O	P	C	M	L
L	N	K	A	A	I	N	F	I	S	S	U	E	D	R	G	M	R	A	E	M	O	L	O	L
I	O	E	X	D	O	A	L	A	U	O	X	F	E	H	T	P	T	N	C	E	L	I	C	O
C	R	M	P	I	N	W	O	R	W	R	P	O	L	L	S	A	Y	T	I	D	I	T	R	T
A	D	E	C	I	S	I	O	N	Z	R	J	M	E	W	S	I	E	O	S	I	T	I	A	I
N	I	N	F	O	R	M	A	T	I	O	N	X	G	I	M	G	G	M	I	A	K	C	C	J
P	R	E	S	I	D	E	N	T	K	R	A	L	T	E	R	N	A	T	I	V	E	S	Y	L

STATISTICS

On the following pages is some statistical information about Ohio elections. This information can be used in a number of ways. It tells the teacher what kind of voting equipment is in use in your county and the telephone number of your county board of elections. In addition it provides statistics that can be used for a number of exercises in mathematics.

For example: How many voters in Ohio voted in CES in 1980? On AVM? On paper ballots? What per cent of Ohio voters voted on each type?

What per cent of the total vote in Ohio was cast in your county? What per cent of registered voters in ohio live in your county? What per cent of the registered voters in your county voted? How does that compare to all Ohio?

How many voters per precinct are there in your county? In Ohio? How many voters per CES device? Per AVM machine?

OHIO VOTING SYSTEMS
COMPILED BY
ANTHONY J. CELEBREZZE, JR.
SECRETARY OF STATE

COUNTY	SYSTEM	NUMBER MACHINES	ABSENTEE BALLOT	PHONE NUMBER	NUMBER PRECINCTS	NUMBER OF REG. VOTERS	NUMBER OF ELECTORS VOTING NOV. 1980
Adams	Paper Ballot	-0-	Paper Ballot	513-544-2633	41	13,431	10,339
Allen	Datavote	500	Datavote	419-228-3700 Ext. 211	161	58,217	15,729
Ashland	AVM	85	Paper Ballot	419-289-0000	74	24,619	18,926
Ashtabula	CES	160	CES	216-576-6915	143	56,937	41,753
Athens	CES	280	CES	614-592-6671	70	32,002	20,594
Auglaize	CES	250	CES	419-738-9231	65	22,955	18,064
Belmont	CES	690	CES	614-676-1025	129	43,500	33,200
Brown	CES	130	CES	513-378-3008	35	15,500	11,745
Butler	CES	1,000	CES	513-867-5775	146	128,131	101,111
Carroll	CES	142	CES	216-627-2610	35	12,850	10,117
Champaign	CES	172	CES	513-652-1369	50	16,874	12,573
Clark	CES	700	CES	513-322-8232	159	79,095	55,118
Clermont	Datavote	733	Datavote	513-732-7275	146	55,400	43,202
Clinton	CES	140	CES	513-382-3537	51	17,527	12,666
Columbiana	CES	738	CES	216-385-1050	158	55,161	42,143
Coshocton	AVM	74	Paper Ballot	614-622-1117	42	17,958	14,172
Crawford	CES	300	CES	419-562-8721	79	27,361	20,268
Cuyahoga	AVM-3751 SHOUP-907		CES	216-771-4250	1,760	885,000	625,741
Darke	CES	301	CES	513-548-1835	79	27,500	22,474
Defiance	CES	177	CES	419-782-2906	43	20,002	16,043
Delaware	CES	290	CES	614-369-8761	85	29,740	23,201
Erie	SHOUP	193	Paper Ballot	419-626-9410 Ext. 205	91	40,105	30,849
Fairfield	CES	490	CES	614-654-6530 Ext. 236	126	51,292	40,381
Fayette	CES	120	CES	614-335-1190	37	12,294	9,313
Franklin	AVM	2,505	CES	614-462-3100	1,149	510,017	376,904
Fulton	CES	176	CES	419-335-6811	36	17,814	14,993
Gallia	CES	130	CES	614-446-1600	36	15,741	11,769
Geauga	AVM	155	Paper Ballot	216-285-2222 Ext. 155	71	40,000	30,630
Greene	CES	660	CES	513-376-5170	196	68,053	49,669
Guernsey	CES	240	CES	614-432-2680	71	19,000	14,587

113

COUNTY	SYSTEM	NUMBER MACHINES	ABSENTEE BALLOT	PHONE NUMBER	NUMBER PRECINCTS	NUMBER OF REG. VOTERS	NUMBER OF ELECTORS VOTING NOV. 1980
Hamilton	CES	1,700	CES	513-632-7000	961	501,267	368,293
Hancock	AVM	112	Paper Ballot	419-422-3245	66	35,798	27,597
Hardin	AVM	76	Paper Ballot	419-673-3298	39	16,261	12,306
Harrison	CES	119	CES	614-942-3936	35	9,500	7,189
Henry	CES	12	CES	419-592-7956	41	13,800	11,768
Highland	CES	150	CES	513-393-9961	43	15,500	12,736
Hocking	CES	113	CES	614-385-3121	31	12,293	9,151
Holmes	CES	110	CES	216-674-5921	26	10,868	6,999
Huron	Fidlar & Chambers	250	Fidlar & Chambers	419-668-8238	67	26,403	19,661
Jackson	CES	140	CES	614-286-2905	40	[illegible]	[illegible]
Jefferson	CES	700	CES	614-282-4171	169	54,798	39,568
Knox	AVM	93	Paper Ballot	614-397-2727	46	23,631	18,391
Lake	AVM	392	CES	216-352-0784	172	115,144	87,388
Lawrence	CES	340	CES	614-532-7982 Ext. 215	76	37,497	27,158
Licking	CES	559	CES	614-349-8366	134	63,744	49,707
Logan	CES	254	CES	513-599-4433	53	19,984	15,440
Lorain	AVM	626	Paper Ballot	216-322-8228	425	148,790	104,261
Lucas	AVM	1,100	Paper Ballot	419-243-3281	509	264,000	192,718
Madison	CES	135	CES	614-852-9424	45	15,686	11,569
Mahoning	SHOUP	827	Punch Card	216-783-2474	398	165,375	127,372
Marion	CES	321	CES	614-387-5871	103	35,095	26,137
Medina	Fidlar & Chambers	572	Fidlar & Chambers	216-723-3641	142	56,557	43,389
Meigs	CES	110	CES	614-992-2697	34	12,166	9,459
Mercer	CES	161	CES	419-586-2215	43	19,529	15,797
Miami	CES	399	CES	513-335-8341	70	47,535	36,606
Monroe	CES	96	CES	614-472-0929	29	8,944	6,636
Montgomery	CES	3,000	CES	513-223-7607	567	318,749	229,700
Morgan	CES	78	CES	614-962-3116	24	7,400	5,513
Morrow	CES	141	CES	419-946-4026	35	12,300	10,157
Muskingum	Fidlar & Chambers	360	Fidlar & Chambers	614-453-4051	85	44,458	33,059
Noble	CES	85	CES	614-732-2057	27	7,125	5,520
Ottawa	Paper Ballot	-0-	Paper Ballot	419-734-4011	75	20,500	17,124
Paulding	CES	100	CES	419-399-3027	34	10,236	8,809
Perry	CES	166	CES	614-342-2134	45	14,281	11,065
Pickaway	AVM	80	Paper Ballot	614-474-1100	49	20,800	15,387
Pike	CES	135	CES	614-947-4512	24	13,998	10,103
Portage	CES	657	CES	216-296-9911 Ext. 243	133	62,646	49,053
Preble	CES	180	CES	513-456-3410	45	20,000	15,099
Putnam	CES	168	CES	419-523-3343	50	17,571	14,608
Richland	CES	505	CES	419-522-4444	126	64,000	52,354
Ross	AVM	124	Paper Ballot	614-775-2350	77	34,694	21,424
Sandusky	Fidlar & Chambers	378	Fidlar & Chambers	419-332-5471	90	30,366	25,208
Scioto	CES	411	CES	6.4-353-5111 Ext. 217	125	47,151	33,747
Seneca	CES	336	CES	419-447-4424	89	31,932	23,846
Shelby	CES	250	CES	513-492-9280	63	22,114	16,970
Stark	CES	2,340	CES	216-452-4611	586	214,559	160,665
Summit	CES	1,025	CES	216-379-5200	806	285,000	220,099
Trumbull	CES	1,200	CES	216-369-2516	295	134,214	95,724
Tuscarawas	Datavote	560	Datavote	216-343-8819	136	40,905	31,345
Union	CES	150	CES	513-642-2836	39	13,912	11,414
Van Wert	CES	180	CES	419-238-4192	44	16,150	13,218
Vinton	Paper Ballot	-0-	Paper Ballot	614-596-5855	24	6,877	5,228
Warren	CES	360	CES	513-932-4907	83	47,717	36,338
Washington	AVM	113	Paper Ballot	614-374-6828	77	30,000	21,224
Wayne	CES	451	CES	216-264-3983	100	45,200	34,852
Williams	CES	160	CES	419-636-1851	36	18,503	14,535
Wood	CES	512	CES	419-352-6531 Ext. 2086	132	57,000	43,246
Wyandot	CES	120	CES	419-294-1226	40	11,766	9,355
						5,887,488	4,378,987

MEDIA

Local media (newspapers, radio, or television stations) would be quite interested in these classroom activities. Such public knowledge will benefit your students, your school, and your community.

- Media people can also help students understand how elections are covered for the news.

- Schools always need positive publicity, and the community likes to know what is going on in the schools.

- This coverage will be a good reminder to citizens to register and vote.

WRITE A LETTER

Either the class as a whole or each student could write a letter about the class election. This could take a variety of forms, such as

- a letter to the zoo announcing the election of the class animal,

- a letter to a florist announcing the election of a flower,

- a press release to the local newspaper explaining about the election and announcing winners,

- a letter to the Secretary of State with the results of the election. Include an explanation of class campaign activities.

ELECTION BOOKLETS

Have each student compile a booklet of the work he or she did on the campaign and all the information gained about the candidates and about elections.

Help the class compile a booklet about their election and send it to the Secretary of State. These will be used for inservice workshops with teachers and for revising these materials for later editions.

SUMMARIES

Prepare copies for students to complete with information about their class election. Following are suggested formats.

MY ELECTION DAY

We had an election in our class ________________.

The date of our election was ______________.

We voted about ___________________.

The candidates were __________________.

When I voted I put a big _____ in the square next to my choice.

We counted the ___________ after everyone finished ___________.

The winner in our election was ________________.

The winner got ______________ votes.

Write one fact about the winner.

Draw a picture of the winner.

WORK I DID FOR MY CANDIDATE

My candidate is ______________________________.

I was in a group with ____

____

____

We got information from ____

____

____

We found out the following things about our candidate.

____

____

____

We made a display for our candidate. It looked like this. (Draw a picture of your display.)

B. RESOURCE INFORMATION

PARENT NOTE

The following note may be reproduced and a copy sent home with each student to inform parents of the classroom election. Or it may be used as a model for the teacher or students to write a more specific description about the class election and ask for parent volunteers as resource persons.

Dear Parent:

We are holding an election at school to help students understand voting. It will help your child if you will discuss your reasons for voting and if you discuss the campaign.

If you can arrange it, your child would like to accompany you when you vote on election day. Some parents dicuss the candidates and issues ahead of time with their child, then allow the child to accompany them into the voting booth to watch the actual voting process. Other parents do not allow their children who can read to enter the voting booth with them, using this as a lesson in the secrecy of the ballot. Either approach can reinforce the importance of voting.

We believe your child's practical experience with elections like the one we are holding at school will help our students become more knowledgable and active participants in the democratic process of government.

ELECTION CALENDAR

With the class, set up a timetable for the entire campaign and election. On the chalkboard, make a calendar for campaign events, alloting time for gathering information, making campaign materials, conducting a survey, preparing for a debate, readying the room for the election, and whatever other activities you decide to include. Set target dates for special events such as speakers, field trips, debate, registration, and election day. Have all students copy the calendar so that each campaign can stick to the timetable.

Time should be set aside during class so students can meet together and work on the campaign. The teacher will want to meeet with the groups to check their progress and act as a resource should the students have any procedural questions.

Following is a sample calendar.

SAMPLE ELECTION SCHEDULE

1 Decision making	2	3 Explain class election	4 Have students decide on campaign issues Divide into groups	5
6 Groups meet to gather information	7	8	9 Groups gather information and make campaign materials	10
11 Teacher meets with groups to check on progress	12 Groups finish materials	13 Set up campaign displays	14 Campaign media Develop survey	15 Distribute survey forms
16 Groups meet to plan debate Survey is conducted	17	18 Compile survey results	19 Debate	20 Registration
21 Prepare for election	22 Election day	23 Inauguration assembly	24	25

RESOURCE PERSONS

If you have exhausted all the suggestions below and still haven't been able to find appropriate resource persons for you class, the field representative for your county for the Secretary of State may be able to give you some suggestions. To get the name of your field representative, write to Office of the Secretary of State, 14th Floor, State Office Tower, Columbus, Ohio 43216, or phone 614/466-3251.

There is a wide variety of people who can provide your students with first-hand information about elections and voting. An immediate and often overlooked source of resource people is the families and friends of the students. A note can be sent home with each student asking if anyone in the family or any of their friends or acquaintances could talk to the class about voting procedures, experiences working on a campaign, explaining how to register people to vote.

The League of Women Voters often provides speakers who will talk with classes about a wide range of topics concerning elections.

Any elected officeholder can describe the process of completing nominating petitions, campaigning, voting, and the responsibilities of his or her office. When considering officeholders as speakers for a class, do not confine yourself to well known officials. The governor or mayor may not be available very often to speak to classes, but consider inviting your representative to Congress, to the state senate or to the Ohio house of representatives; a county official such as engineer or treasurer; a member of your city or village council or a township trustee.

Another kind of resource person includes all those who are active in their political party. Get in touch with the county chairman or chairwoman for the Democratic and Republican parties and see if they are available. If they cannot come, ask the name of your ward or precinct committeeman or committeewoman. Perhaps the party can recommend someone who has been an active party worker and could talk to the class.

A third group of potential speakers includes all the people who have worked on campaigns. This includes the volunteers who licked envelopes and distributed literature as well as those who wrote speeches and raised the money. It can include those who worked for a presidential or a legislative candidate, who worked on a countywide or a city council race. A group that is often overlooked includes the workers on school levies and other ballot issues, either local or statewide. Someone who helped circulate petitions or stuffed envelopes can share their experiences with students.

It does not matter whether a speaker was on the winning or losing side in a campaign. Their willingness to share their experience is what counts. Depth of knowledge is less important than openness. Students can gain a great deal from talking with people who have first-hand experience about elections. It may be especially useful for them to hear that one can be an active participant in the voting process without knowing everything: that may make the process seem less intimidating and more accessible. It is hard to think of a more worthwhile result than having a student decide upon hearing a speaker, "I could do better than that; I think I will work on a campaign or run for office."

There are also many people in each county who are knowledgable about and involved in the actual administration of elections. The county board of elections members and staff probably have a limited amount of time available for presentations to school classes. However, each voting precinct has at least four persons who work on election day. One of those workers in the precinct where the teacher votes or the precinct where the students live might be happy to explain the procedures. (Hint: a retired teacher who is a pollworker would understand how to explain the process to students.)

A particularly appealing source of speakers could be a nearby high school. Ask the government teacher to recruit one or more students to explain voting to your students. High school students who are studying government and who are just becoming old enough to vote can be very effective with younger students.

Once you have chosen the topic for the class election, you will be able to think of local people who can talk with students and provide more information on that specific topic. You can get advice for students about their campaigns from many of the elected officials or someone from their staff or from party officials. In addition, local newspaper, radio, or TV reporters might be very happy to talk about their experiences in covering ELections. Your colleagues who teach journalism and government iN the high school may be able to talk with your students or give you some additional backgound information.

CATALOGS

Teachers may want to write for the most recent edition of the free Government Catalog (16 pages) from Social Studies School Service, 10,000 Culver Blvd., Dept. 18, P.O. 802, Culver City, CA 90230, phone 213/839-2436. It lists a wide variety of teaching materials, including paperbacks, posters, simulations, sound films and filmstrips, workbooks, plays, records/cassettes, and more. Their prices range from under $1 to over $100. They list materials that are appropriate for the middle grades through high school.

Interact, Box 9976, Lakeside, CA 92040, will send on request their catalog of elementary, middle, junior high, and senior high school simulations and learning projects. Prices range form $6 to $99.

BOOKS

The following list of books does not comprise a complete bibliography. These are some references that have come to the attention of the authors. Astericks indicate books that are especially recommended.

In addition, check with your local school and public libraries to see what books they have in the adult and children's sections on all aspects of elections and related topics like civil rights and women's rights.

Bradley, Duane. Electing A President. Princeton, N.J.: D. Van Nostrand Co., 1963. 156 pp. Upper grades.

Citizenship Development Program of the Mershon Center, The Ohio State University and the Ohio Department of Education. Making Political Decisions; Citizenship Education, Upper Elementary / Middle Schools. Seventeen lessons in three units provide sequential training in decision-making skills. Prepared primarily for grades 5 through 8, the lessons use a wide range of instructional techniques. For teachers. For more information, contact the Division of Educational Redesign and Renewal, The Ohio Department of Education, Room 1000, Ohio Departments Building, 65 South Front Street, Columbus, Ohio 43215, phone 614/466-2979.

*Gray, Lee Learner. How We Choose A President: The Election Year. 4th Ed. New York: St. Martin's Press, 1976. 158 pp. Has an annotated bibliography. Excellent. Upper grades and junior high.

La Raus, Roger, and Richard C. Remy. Citizenship Decision-Making: Skill Activities and Materials Grade 4-9. Wellesley, Mass.: Addison-Wesley, 1978. This 242-page book is in the Addison-Wesley Innovative Series. Its 25 lessons are grouped into four units and are dESigned to fit 30-40 minute periods. They may be combined in many ways and need not all be used. For teachers. For information contact their midwest regional office: Addison-Wesley Publishing Co., 1843 Hicks Road, Rolling Meadows, IL 60008, phone 312/359-9675.

League of Women Voters Education Fund. Choosing the President. Washington, D.C., 1976. 95 pp. Step-by-step description of the process by which the President is chosen, from party structure through inaugural. For teachers or older students. For information write League of Women Voters of the United States, 1730 M Street NW, Washington, D.C. 20036. Publication #606.

League of Women Voters of Ohio. Know Your Ohio Government. Columbus, Ohio: League of Women Voters of Ohio, 1978. 118 pp. Excellent reference on all aspects of state government. For teachers. For information contact League of Women Voters of Ohio, 65 South Fourth Street, Columbus, Ohio 43215, phone 614/469-1505.

League of Women Voters of the United States. Who Should Elect the President? Washington, D.C., 1969. 156 pp. Detailed history and analysis of the Electoral College and alternatives to it. For teachers or older students. For information write League of Women Voters of the United State, 1730 M. Street NW, Washington, D.C. 20036, publication #345.

Merritt, Agnes S. Ohio Government Digest. (19th Edition.) Zanesville, Ohio: American Legion Auxiliary, 1981. 150 pp. Accurate and up-to-date comprehensive reference on the responsibilities of all executive, legislative, and judicial officials in state, county, and municipal government. Prepared for Buckeye Girls' State. For teachers. For information write Mrs. Lester M. Merritt, 654 Wilson Avenue, Columbus, Ohio 43205, phone 614/252-3548.

*Lindop, Edmund. Illustrated by Gustave E. Nebel. The First Book of Elections. Rev. Ed. New York: Franklin Watts, Inc., 1972. 80 pp. Excellent history of suffrage, description of offices and issues voted on, and parties and the process of choosing a President; adequate on voting day procedure and the importance of voting. Upper grades and junior high.

McCarthy, Agnes. Illustrated by Ruth Van Sciver. Let's Go To Vote. New York: G.P. Putnam's Sons, 1962. 48 pp. Although a good simple description of a political campaign, this book must be used with great care because much of the information is out of date or is incorrect for Ohio. Appropriate for middle grades and up, but only with a teacher correcting the many inaccuracies in the procedures described.

Peterson, Helen Stone. Electing Our Presidents. Champaign, IL; Garrard Publishing Co., 1970. 96 pp. Many illustrations, grades 3-5.

*Phelan, Mary Kay. Illustrated by Robert Quackenbush. Election Day. New York: Thomas Y. Crowell Co., 1967. 32 pp.; profusely illustrated. A brief but excellent history of voting. Describes methods of voting from ancient Greece to modern lever voting machines (published before the advent of punch card and electronic voting devices). Although easy enough for lower grades, the information is excellent for older students or as a teacher resource book.

Robinson, Lloyd. The Stolen Election: Hayes versus Tilden—1876. Garden City, N.Y.: Doubleday & Co., 1968. 229 pp. Junior high. Includes a suggested reading list.

Severn, Bill. The Right to Vote. New York: Ives Washburn, Inc., 1972. 151 pp. Junior high. Includes a suggested reading list.

Weingast, David E. We Elect A President. Rev. Ed. New York; Julian Messner, a Simon & Shuster Division, 1977. 247 pp. Upper grades. Includes a suggested reading list.

Teachers are urged to include information about other books that they find useful in the evaluation comments.

NEWSPAPERS

Many newspapers offer reduced rates, special materials, and teacher workshops on the Newspaper in Education. These give details, practical suggestions on ways to use newspapers to teach a variety of skills for grades K-12, including citizenship education. Some of the newspapers in Ohio that offer this service include:

Columbus Dispatch and Columbus Citizen-Journal, Attention Newspaper in Education Coordinator, 34 S. 4th St., Columbus 43216, phone 614/461-5213 or 800/282-0263 x 5213.

Cincinnati Enquirer, 617 Vine St., Cincinnati 45201, phone 513/369-1880.

Dayton Journal Herald, 4th and Ludlow Streets, Dayton 45401, phone 513/225-2339.

Toledo Blade, 541 Superior St., Toledo 43660, phone 419/259-6000.

Cleveland Plain Dealer, 1801 Superior Ave., Cleveland 44114, phone 216/523-4244 or 800/362-2380.

There is a similar plan at the Akron Beacon-Journal, 44 E. Exchange St., Akron 44328, phone 216/375-8560.

Check with your local newspaper to see if they can help you find effective ways to use it in teaching your students about elections.

State of Ohio

CERTIFICATE OF ELECTION

THIS IS TO CERTIFY, in the election held at

____ ,

on the ____ day of ____________ , A.D. 198__ ,

____

was duly elected to the school office of

____

and is entitled to all the rights and privileges of such office.

In testimony whereof, I hereunto set my hand.

____

VOTE OHIO

Anthony J. Celebrezze, Jr.
Secretary of State